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ABSTRACT

This is an operating manual for administration of the educational program to be used by the staff of the Fort Lincoln First Facility. It details specifications regarding information flow, storage, output, time cycles, staffing provisions, authority and responsibility provisions. An effort has been made to include those elements critical to installing a flexible system, and which will permit the growth of policies and procedures which will serve the particular needs of the Fort Lincoln Schools. The areas covered include registration, attendance, safety, and transportation of students; building maintenance; food services; personnel records and payroll; staff scheduling; procurement, and accounting system. (For related documents see ED 047 171 through ED 047 188.) (DAS)

ADMINISTRATIVE PROCEDURES
FOR THE FORT LINCOLN SCHOOLS

4/6/70

Educational Services Division
General Learning Corporation
5454 Wisconsin Avenue
Washington, D. C. 20015

FOREWORD

This is an operating manual for administration of the educational program to be used by the staff of the Fort Lincoln First Facility. After review by all concerned parties, particularly personnel of the Special Projects Division and others within the D. C. Schools, this document will be incorporated into the final version of the Operations Plan of General Learning Corporation's Midterm Report.

This is an extension of the discussion which appeared in the Midterm Report, and details specifications regarding information flow, storage, output, time cycles, staffing provisions, authority and responsibility provisions, etc. We do not claim that every conceivable procedure has been identified and every imaginable need gratified. In fact, some of these problems might better be addressed when the faculty is brought together. But we do believe that the elements critical to installing a flexible system are present, and will permit the growth of policies and procedures which will serve the particular needs of the Fort Lincoln Schools.

In addition to incorporation into the final report, copies of this manual will be delivered for use by the Fort Lincoln staff, in a format which can be continually modified.

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1. STUDENT REGISTRATION

1.1 Introduction

Information regarding the composition of the First Facility student body should be known as early as possible in order to plan efficient start-up activities. For example, a student body distribution radically different from that projected throughout this plan for each of the stages may require adjustments in the distribution of staff members and their competencies. Or, data gathered during registration on the distribution of student vacations may show that some of the early assumptions concerning this factor and its effect upon student loading and staff requirements were not well founded. An identification of the student body prior to the beginning of the preservice program will certainly be necessary to develop daily procedures. Therefore, the procedures and forms for Student Registration will be submitted to the Special Projects Division on November 17, 1969, with actual registration planned to begin by April 20, 1970 and to be completed by May 18, 1970.

The following major requirements provide a useful outline for developing procedures:

- Target area students are identified - beginning February 2, 1970
- Special Projects completes identification of target population students for the First Facility - April 20
- Special Projects contacts the parents of the identified First Facility target population to inform them of the educational design of the First Facility - April 27

- Special Projects starts registration of First Facility students - April 27
- Special Projects completes registration procedures and identifies 700 First Facility students - May 18

1.2 Registration Process

1.2.1 Identification of Target Area Students

Since the housing facilities for Fort Lincoln New Town will not be complete at the time that the First Facility opens, students will come to school from other areas in the District. The target population may be defined as all of the students within certain census tracts, as identified in the GLC Definition Report, within age groupings which satisfy the stage level distribution defined in the Education Plan. The population could be composed of children from some selected areas and some volunteers, or it may in fact consist exclusively of volunteers. In any case, decisions regarding the entire student population for the FLNT First Facility must be made by the D. C. Board of Education. To expedite the registration process then, it is recommended that the D. C. Board of Education reach a decision during December 1969 regarding the target population for the FLNT First Facility. The result of this decision will be an identification of the census areas from which students will be reassigned from their present schools to the FLNT schools, and/or from which students will be invited to volunteer for the First Facility. Another alternative would be to accept volunteers on a first come, first served basis within the age grouping.

1.2.1.1 Identification of Census Areas

If the Board of Education decides that students for the First Facility will either be required to attend from specific census areas or be allowed to volunteer from those areas, parents of these children must be notified as soon as possible. At the time of notification, these parents must be assured that there are no foreseeable plans to redistrict their children again once they have begun in FLNT schools.

After the policy decision is made by the D. C. Board, Special Projects must study the statistics to determine how close the composition of the anticipated student body will be to that for which the plans were developed. Adjustments may then be made in the census areas from which the students will come or in faculty assignments. The numbers of students within each age group will be known from a study of the population of the census areas.

1.2.1.2 Volunteers

It will be more difficult to assess the initial composition of the student body by the early spring of 1970 if the students are largely volunteers. In this case, Special Projects will complete an initial survey of the potential volunteer population to determine the maximum number of students that can be expected within each of the stages. If the number exceeds the projected distribution, then procedures must be developed to decide among the volunteers. One possible procedure is to operate on a first come, first served basis, which may not be satisfactory to some residents in the community.

In any event, Special Projects must proceed within the policy guidelines established by the Board of Education, so that the census areas from which the population will come, either selected or volunteer, will be identified by April 20.

1.2.2 Contacting Parents

After the target populations have been identified, Special Projects must be prepared to send them a description of the nature of the First Facility Program. This description would not be as detailed as that found in the Parent's Manual, but would discuss philosophy, objectives, opportunities, and expectations. The purpose would be to provide parents and children with a basis for deciding whether to enroll in the Fort Lincoln School. In addition, it may prove worthwhile to have one or more public presentations to discuss the nature of the Fort Lincoln School. This task must be completed by April 27, in order that registration can begin on time.

1.2.3 Registration

1.2.3.1 Information to Parents

By April 27, Special Projects will begin registration by sending the following information to the parents of all potential students:

- Dates and location of registration activities
- Requirements of students entering school for the first time (Stage 1 and Stage 2)
- Opportunities for free lunch

This information must be mailed so that registration can be completed by May 18, 1970.

1.2.3.2 Procedures

When the parent comes to school he will complete form 611, School Entry and Information Report (Figure 1-1) and form 612, Application for Free Lunch (Figure 1-2). Even though a child may be transferred from another school in D. C., the parent will complete form 611. At the same time, the parent will be asked to indicate vacation preference for the first year. The forms will be completed by May 18, and the data will be compiled by the Director of the Special Projects Division.

Form 216, Transfer of Pupils (Figure 1-3), will then be completed by Special Projects, and copies of the individual records of students will be requested from the feeder school. Information identifying transfer students will come from form 611, or from any additional forms which may be designed.

When all information has been collected, a roster card (Figure 1-4, form 573) must be completed for each student, and Special Projects must prepare the information for use in Phase I of the training program.

1.3 Information Display

The registration process will be designed so that information gained at that time may be used by staff members to acquaint themselves with student data: age, family background, previous school records, etc. Also, as mentioned earlier, data compiled in the late spring regarding age distribution can be used as an early warning device for adjusting the distribution of staff members as well as support services, such as transportation.

Initially, displays of data regarding distribution of students across stages would be useful. The following are examples of these displays:

- A head count of all students within each stage, compared with the anticipated number for each stage. This information would be used primarily by SPD and staff in modifying recruitment or assignments.

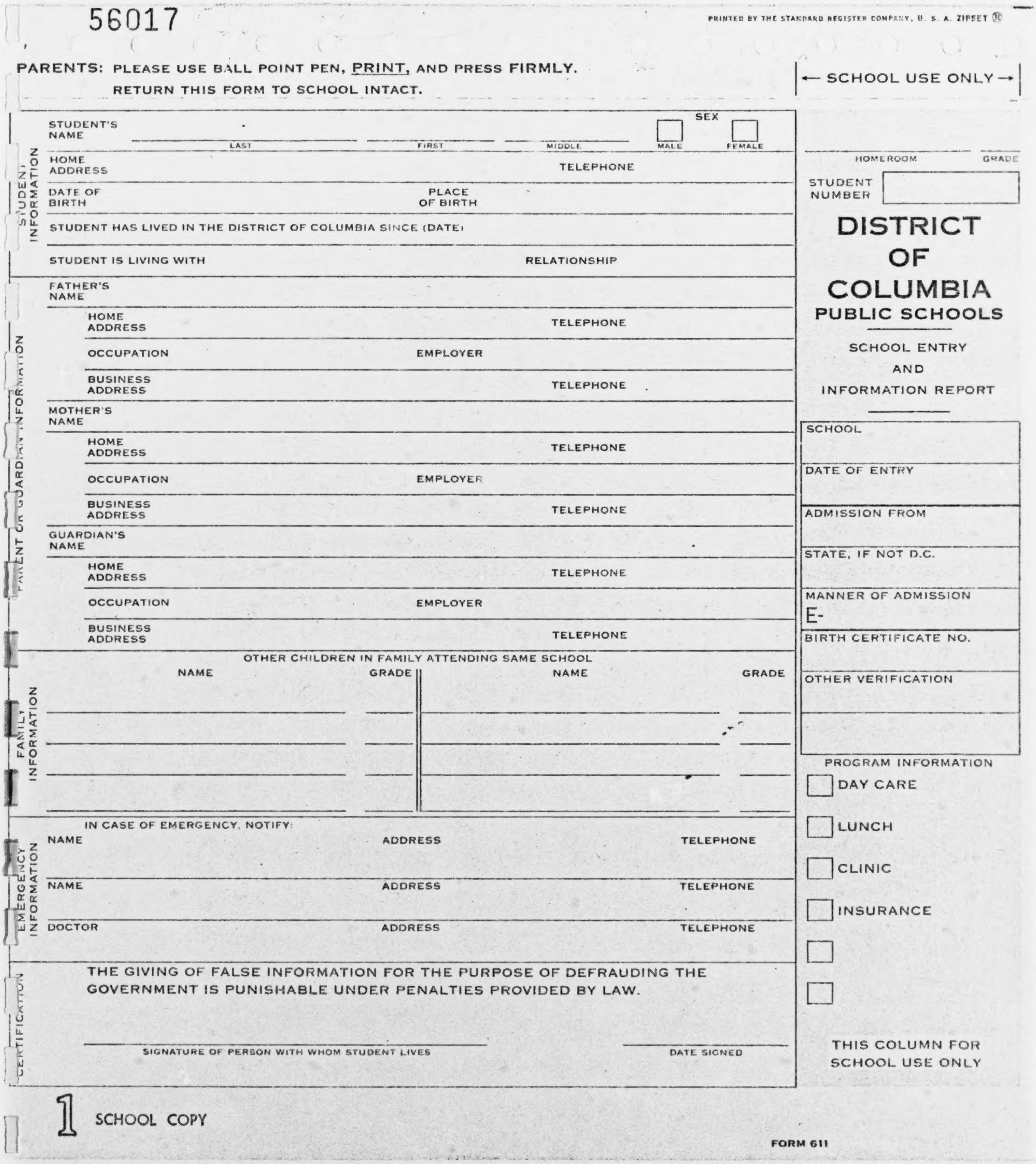
	Stage I		Stage 2		Stage 3				Total
Age Groups	3-5		5-7		7-9 :		9-12		
Anticipated Registration									
	Boys	Girls	B	G	B	G	B	G	

- By utilizing information taken from the vacation request, the following display will indicate the extent to which assumptions regarding student loading were reliable, and will provide a framework for establishing staff vacations. The display is developed by subtracting the numbers of students requesting vacation during a given month from the total number of students registered. This display would be used primarily by staff.

Month	J	F	M	A	M	J	J	A	S	O	N	D
Actual Student Loading												
Projected Loading												

- Initially, it will be useful to ask parents to anticipate student use of the facility on Saturdays so that a projection may be made for at least the first month of school regarding the daily loading of students. As operations begin, more detailed records should be maintained regarding the number of students appearing daily for instruction and other activities.

- For food service planning, information should be displayed regarding the numbers of students in each stage requiring free lunch. This information would be used in negotiating and planning with the food service supervisor.
- Information about the number of students in Stage I can be used for planning and negotiating with the transportation supervisor.



56017

PRINTED BY THE STANDARD REGISTER COMPANY, U. S. A. ZIPSET ®

PARENTS: PLEASE USE BALL POINT PEN, PRINT, AND PRESS FIRMLY.
RETURN THIS FORM TO SCHOOL INTACT.

← SCHOOL USE ONLY →

STUDENT INFORMATION

STUDENT'S NAME ____ LAST ____ FIRST ____ MIDDLE — SEX ☐ MALE ☐ FEMALE
HOME ADDRESS ____ TELEPHONE ____
DATE OF BIRTH ____ PLACE OF BIRTH ____
STUDENT HAS LIVED IN THE DISTRICT OF COLUMBIA SINCE (DATE) ____
STUDENT IS LIVING WITH ____ RELATIONSHIP ____

PARENT OR GUARDIAN INFORMATION

FATHER'S NAME ____
HOME ADDRESS ____ TELEPHONE ____
OCCUPATION ____ EMPLOYER ____
BUSINESS ADDRESS ____ TELEPHONE ____
MOTHER'S NAME ____
HOME ADDRESS ____ TELEPHONE ____
OCCUPATION ____ EMPLOYER ____
BUSINESS ADDRESS ____ TELEPHONE ____
GUARDIAN'S NAME ____
HOME ADDRESS ____ TELEPHONE ____
OCCUPATION ____ EMPLOYER ____
BUSINESS ADDRESS ____ TELEPHONE ____

FAMILY INFORMATION

OTHER CHILDREN IN FAMILY ATTENDING SAME SCHOOL

NAME	GRADE	NAME	GRADE

EMERGENCY INFORMATION

IN CASE OF EMERGENCY, NOTIFY:
NAME ____ ADDRESS ____ TELEPHONE ____
NAME ____ ADDRESS ____ TELEPHONE ____
DOCTOR ____ ADDRESS ____ TELEPHONE ____

CERTIFICATION

THE GIVING OF FALSE INFORMATION FOR THE PURPOSE OF DEFRAUDING THE GOVERNMENT IS PUNISHABLE UNDER PENALTIES PROVIDED BY LAW.

____ SIGNATURE OF PERSON WITH WHOM STUDENT LIVES — ____ DATE SIGNED

HOMEROOM ____ GRADE ____
STUDENT NUMBER ____

DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

SCHOOL ENTRY AND INFORMATION REPORT

SCHOOL ____
DATE OF ENTRY ____
ADMISSION FROM ____
STATE, IF NOT D.C. ____
MANNER OF ADMISSION E-
BIRTH CERTIFICATE NO. ____
OTHER VERIFICATION ____

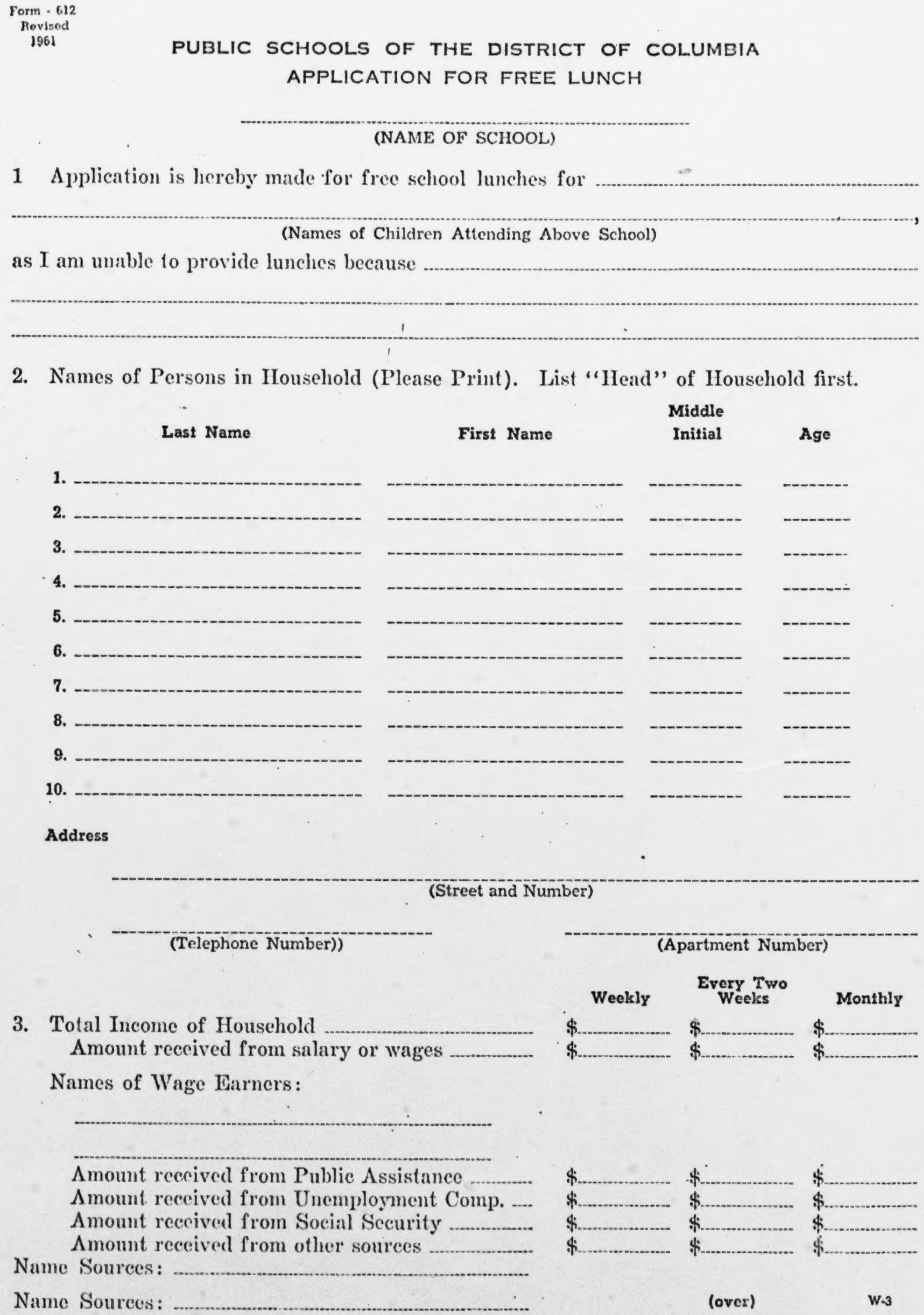
PROGRAM INFORMATION
- ☐ DAY CARE
- ☐ LUNCH
- ☐ CLINIC
- ☐ INSURANCE
- ☐
- ☐

THIS COLUMN FOR SCHOOL USE ONLY

1 SCHOOL COPY

FORM 611

Figure 1-1



Form - 612
Revised
1961

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
APPLICATION FOR FREE LUNCH

____
(NAME OF SCHOOL)

1 Application is hereby made for free school lunches for ____________________

____,
(Names of Children Attending Above School)

as I am unable to provide lunches because ____________________

____

____

2. Names of Persons in Household (Please Print). List "Head" of Household first.

	Last Name	First Name	Middle Initial	Age
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Address

____
(Street and Number)

____________________ (Telephone Number))

____________________ (Apartment Number)

	Weekly	Every Two Weeks	Monthly
3. Total Income of Household	$	$	$
Amount received from salary or wages	$	$	$

Names of Wage Earners:

____

____

	Weekly	Every Two Weeks	Monthly
Amount received from Public Assistance	$	$	$
Amount received from Unemployment Comp.	$	$	$
Amount received from Social Security	$	$	$
Amount received from other sources	$	$	$

Name Sources: ____________________

Name Sources: ____________________

(over)

W-3

Figure 1-2

APPLICANT'S CERTIFICATION

I declare that the above information is entirely correct with the full knowledge that should any of these statements be found false the needy lunch for which this application is made may be suspended. I further understand that I must report all subsequent changes in family status, occupation, or salary to the School Principal. Failure to report such changes may also result in suspension of this privilege. I hereby authorize any verification deemed necessary to substantiate the information submitted.

I submitted an application for free lunch last year .... yes ☐ no ☐
(please indicate)

.... (Date)

.... (Signature of Parent or Guardian)

Principal's certification of need for free lunch and statement of reasons, other than economic, of child's need. Please note names of agencies working with child or family.

....

....

....

....

....

....

....

....

....

....

Approved ☐ Disapproved ☐

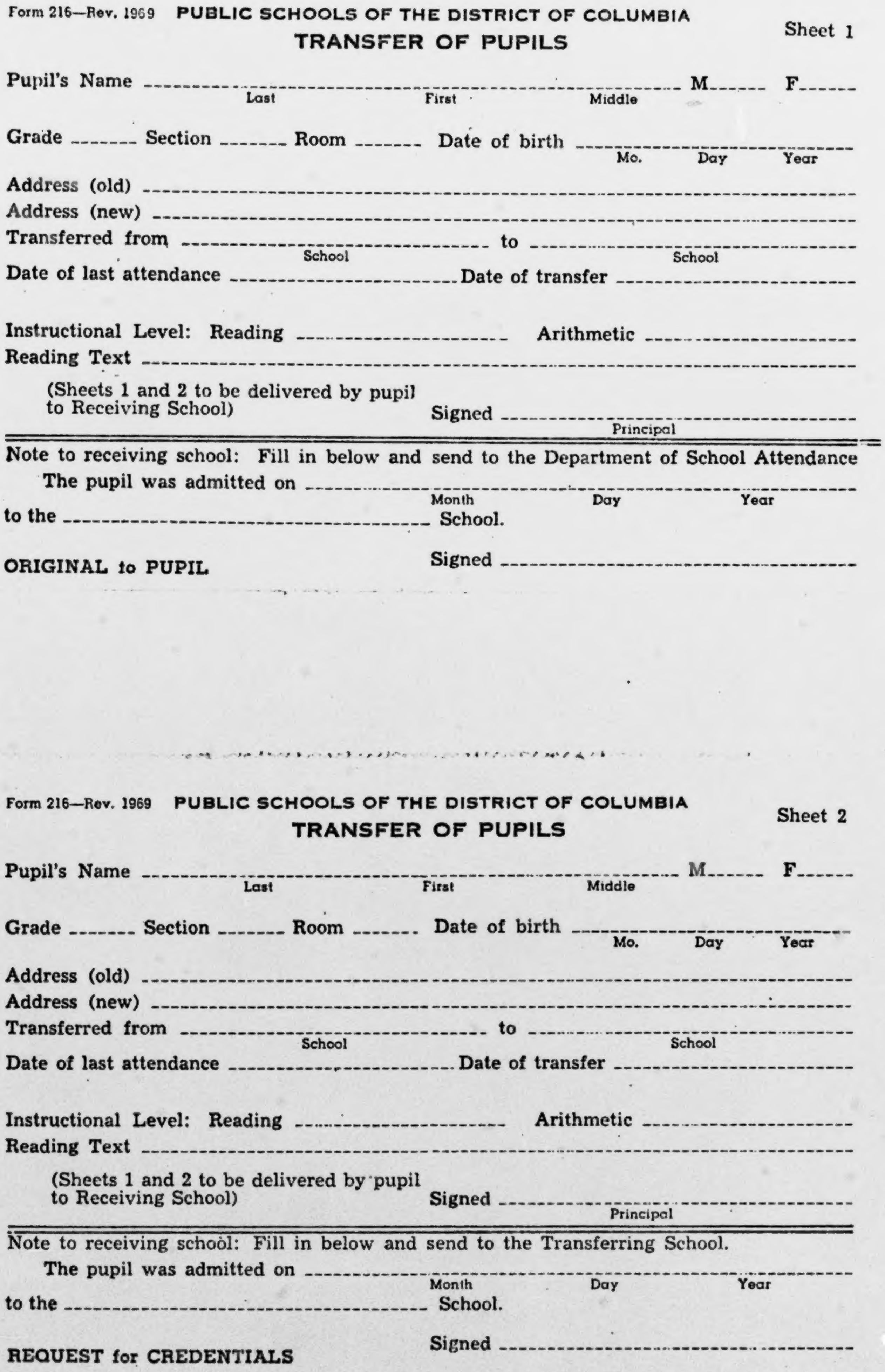
.... (Date)

.... (Signature of Principal)

W-3

.... (Address of School)

Figure 1-2 cont.



Form 216—Rev. 1969 **PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA** Sheet 1

TRANSFER OF PUPILS

Pupil's Name ------------------------ (Last) (First) (Middle) M------ F------

Grade ------- Section ------- Room ------- Date of birth ------------ (Mo.) (Day) (Year)

Address (old) ------------------------

Address (new) ------------------------

Transferred from ------------ (School) to ------------ (School)

Date of last attendance ------------ Date of transfer ------------

Instructional Level: Reading ------------ Arithmetic ------------

Reading Text ------------------------

(Sheets 1 and 2 to be delivered by pupil to Receiving School) Signed ------------ (Principal)

Note to receiving school: Fill in below and send to the Department of School Attendance

The pupil was admitted on ------------ (Month) (Day) (Year)

to the ------------ School.

ORIGINAL to PUPIL Signed ------------

Form 216—Rev. 1969 **PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA** Sheet 2

TRANSFER OF PUPILS

Pupil's Name ------------------------ (Last) (First) (Middle) M------ F------

Grade ------- Section ------- Room ------- Date of birth ------------ (Mo.) (Day) (Year)

Address (old) ------------------------

Address (new) ------------------------

Transferred from ------------ (School) to ------------ (School)

Date of last attendance ------------ Date of transfer ------------

Instructional Level: Reading ------------ Arithmetic ------------

Reading Text ------------------------

(Sheets 1 and 2 to be delivered by pupil to Receiving School) Signed ------------ (Principal)

Note to receiving school: Fill in below and send to the Transferring School.

The pupil was admitted on ------------ (Month) (Day) (Year)

to the ------------ School.

REQUEST for CREDENTIALS Signed ------------

Figure 1-3

Form 216—Rev. 1969 **PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA** Sheet 3

TRANSFER OF PUPILS

Pupil's Name ____________________ M______ F______
Last First Middle

Grade ______ Section ______ Room ______ Date of birth ____________________
Mo. Day Year

Address (old) ____

Address (new) ____

Transferred from ____________________ to ____________________
School School

Date of last attendance ____________________ Date of transfer ____________________

Instructional Level: Reading ____________________ Arithmetic ____________________

Reading Text ____

Signed ____________________
Principal

Sheet 3 to be sent by Transferring School
To ATTENDANCE DEPARTMENT

Form 216—Rev. 1969 **PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA** Sheet 4

TRANSFER OF PUPILS

Pupil's Name ____________________ M______ F______
Last First Middle

Grade ______ Section ______ Room ______ Date of birth ____________________
Mo. Day Year

Address (old) ____

Address (new) ____

Transferred from ____________________ to ____________________
School School

Date of last attendance ____________________ Date of transfer ____________________

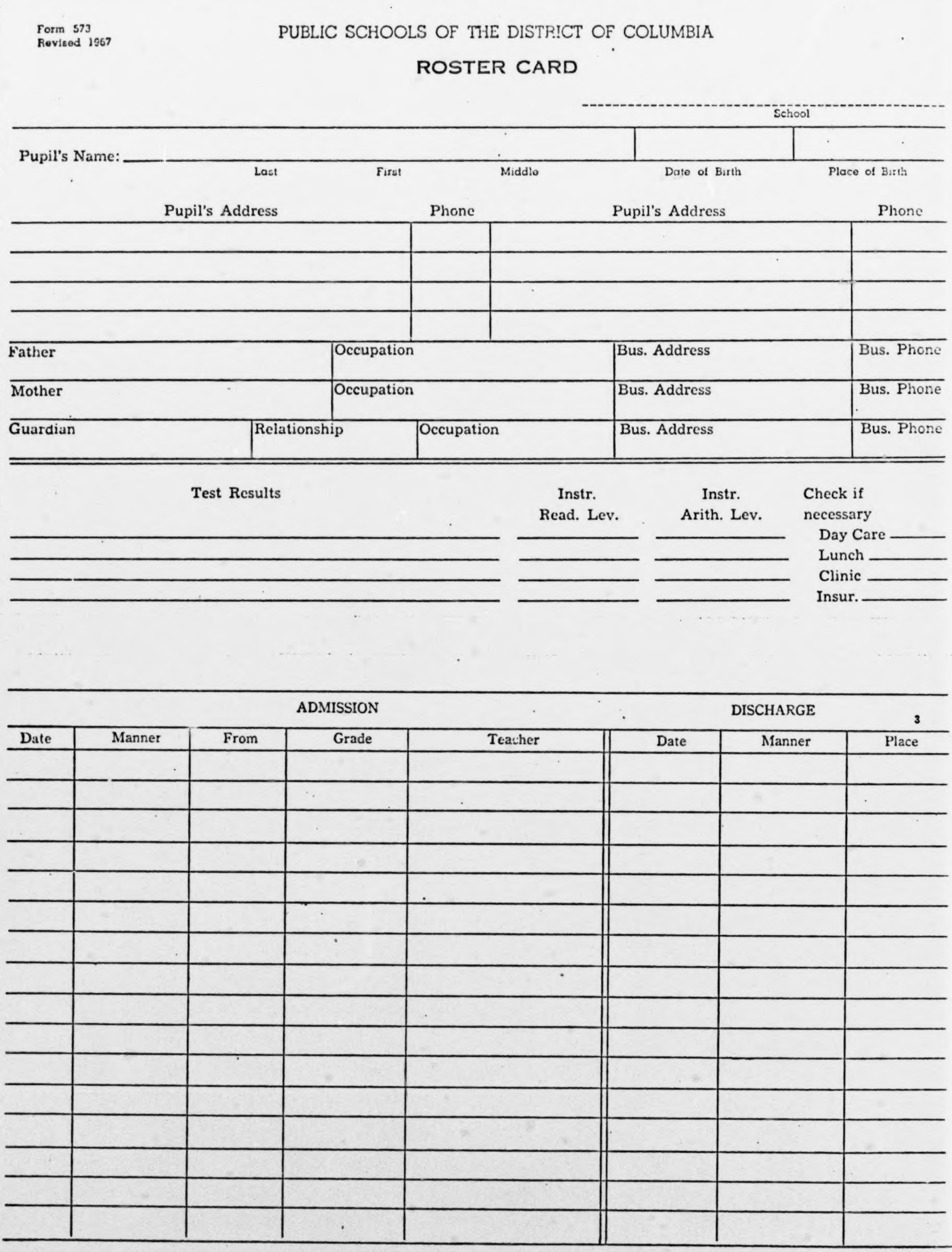
Instructional Level: Reading ____________________ Arithmetic ____________________

Reading Text ____

Signed ____________________
Principal

Sheet 4 to be
RETAINED by PRINCIPAL of Transferring
School W-8

Figure 1-3 cont.



Form 573
Revised 1967

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

ROSTER CARD

School

Pupil's Name: Last First Middle | Date of Birth | Place of Birth

Pupil's Address	Phone	Pupil's Address	Phone

Father	Occupation	Bus. Address	Bus. Phone
Mother	Occupation	Bus. Address	Bus. Phone

Guardian	Relationship	Occupation	Bus. Address	Bus. Phone

Test Results	Instr. Read. Lev.	Instr. Arith. Lev.	Check if necessary
			Day Care
			Lunch
			Clinic
			Insur.

3

ADMISSION					DISCHARGE		
Date	Manner	From	Grade	Teacher	Date	Manner	Place

Figure 1-4

2. STUDENT ATTENDANCE

2.1 Introduction

Attendance record keeping will be complicated by several factors: relatively free movement of students throughout the school; activity and attendance options; an irregular day and school week; and legal requirements for control, responsibility, and information. The objective of the procedures described in this section is to provide a system which will require a minimum amount of record keeping by students and paraprofessionals.

The implications for safely moving students throughout the facility and activity and attendance options will be discussed in Section 3, Student Safety, Security, and Supervision. In this section, the minimum requirements for attendance and record keeping will be identified and procedural requirements and responsibilities will be specified.

2.2 Attendance Requirements and Record Keeping

2.2.1 Requirements for Miminum Attendance

In summary, the Rules of the Board of Education[1] require the following attendance patterns:

- Section 14, paragraph 1

  All D. C. residents between the ages of seven and sixteen shall be required to attend school on a regular basis, be it private or public schools.

- Section 14, paragraph 2

  Any child between the ages of fourteen and sixteen who has completed the eighth grade course of study or its equivalent may be excused by the Superintendent of Schools from further attendance if he is actually, lawfully, and regularly employed.

---

[1] Rules for the Public Schools of the District of Columbia. Publication authorized by the Board of Education, January 15, 1969.

- Section 14, paragraph 4

  An accurate daily record of attendance shall be kept on all students. Students are expected to attend school for a minimum of 180 days per year.

It is recommended that the student attendance requirements and central record keeping in the Fort Lincoln Schools be the same at those for the D. C. Schools. However, even though there are no minimum attendance requirements for any students in Stage I (ages 3-5) and for very few Stage II students (ages 5-7), it is recommended that the attendance procedures described here apply to all students in order to generate student loading reports.

2.2.2 Record Keeping Forms

Forms which will permit teachers to analyze the attendance patterns of students in their stages will be designed during the implementation phase. These forms will be designed to permit the central administration to analyze the overall attendance patterns and to make whatever adjustments are suggested in building or staff utilization.

Forms generating information which will permit monitoring and evaluating attendance procedures will be adapted from the following information and related forms required by the D. C. Schools:

- Daily attendance records of individual students (Form 565, Figure 2-5)

- Monthly absence of individual students within each building, to be submitted to the D. C. Schools (Form 59, Figure 2-6)
- Membership information for individual buildings, to be submitted to the D. C. Schools as requested (Form 19, Figure 2-7)
- Monthly pupil enrollment, to be submitted to the D. C. Schools. (Figure 2-8)

The existing forms might be modified to satisfy both current D. C. and Fort Lincoln School needs.

The entire attendance record keeping operation will be the responsibility of one of the Fort Lincoln central office clerk-typists. She will monitor those reports that are completed and submitted to the school office periodically, collate data, and generate reports internally to staff and to the Department of Pupil Personnel Services of the D. C. Schools.

2.3 Procedures and Responsibilities

The framework within which attendance will be recorded is described on pages 3-40 to 3-46 of Volume II of the GLC Midterm Report. Basically, the attendance record keeping will be dependent on having student folders in particular places at different times in the school day and on teacher assistants who will record attendance information.

The attendance procedures are described below:

- After a student schedule is developed, and with each subsequent change, a copy of the Expected Attendance Schedule, (see Volume II of the Midterm Report, Operations, p. 3-46) will be filed in the student's permanent folder, stage folder, and subject area folders.

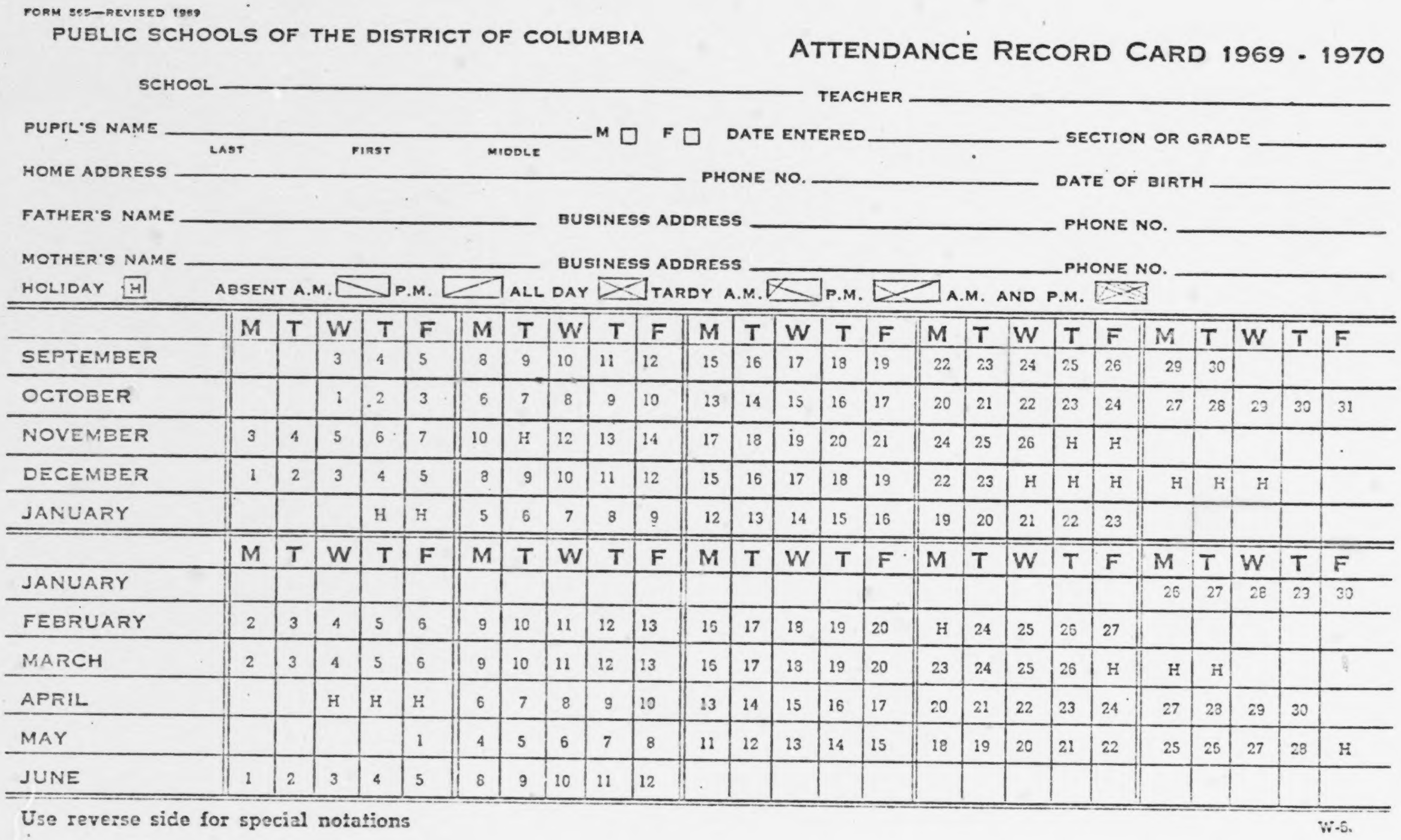
- Student stage folders will be filed on a weekly basis (or as frequently as staff determines) according to expected arrival time of students. A periodic check of the file during the day will indicate those students whose folders have not been removed and who may not have arrived at school according to schedule. Within 15 minutes after expected arrival, a teacher assistant will notify the central office that a student has not appeared at school. The extent of the follow-up must be determined by staff during Phase I of the training program.

  At the end of the student day a check of the stage folders will indicate the extent to which students have completed their expected schedule.

- In addition to the daily recording of student attendance, there will also be a need to have intermediate attendance monitoring throughout the day in order to control and safeguard student movement and to ascertain the extent to which students are adhering to commitments.

  Intermediate attendance can be monitored by identifying an individual in each subject area in each stage who will notify the Stage Representative of any deviations from the expected attendance schedules. The Stage Representative will conduct the necessary follow-up, as determined during the Phase I training program.

Two special student attendance forms, Letter to Parent or Guardian (Form 20, Figure 2-9) and Absence Investigation Request (Form 57, Figure 2-10) have been provided which may be useful in further specifying procedures.



FORM 565—REVISED 1969

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

ATTENDANCE RECORD CARD 1969 - 1970

SCHOOL ______________________________ TEACHER ______________________
PUPIL'S NAME ______________________________ M ☐ F ☐ DATE ENTERED ____________ SECTION OR GRADE __________
LAST FIRST MIDDLE
HOME ADDRESS ______________________________ PHONE NO. ____________ DATE OF BIRTH __________
FATHER'S NAME ____________________ BUSINESS ADDRESS ____________________ PHONE NO. __________
MOTHER'S NAME ____________________ BUSINESS ADDRESS ____________________ PHONE NO. __________
HOLIDAY H ABSENT A.M. ⧅ P.M. ⧄ ALL DAY ☒ TARDY A.M. ⧅ P.M. ⧄ A.M. AND P.M. ☒

	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
SEPTEMBER			3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
OCTOBER			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
NOVEMBER	3	4	5	6	7	10	H	12	13	14	17	18	19	20	21	24	25	26	H	H					
DECEMBER	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	H	H	H	H	H	H		
JANUARY				H	H	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23					
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
JANUARY																					26	27	28	29	30
FEBRUARY	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	H	24	25	26	27					
MARCH	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	H	H	H			
APRIL			H	H	H	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
MAY					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	H
JUNE	1	2	3	4	5	8	9	10	11	12															

Use reverse side for special notations

W-5.

Figure 2-5

HOLIDAYS

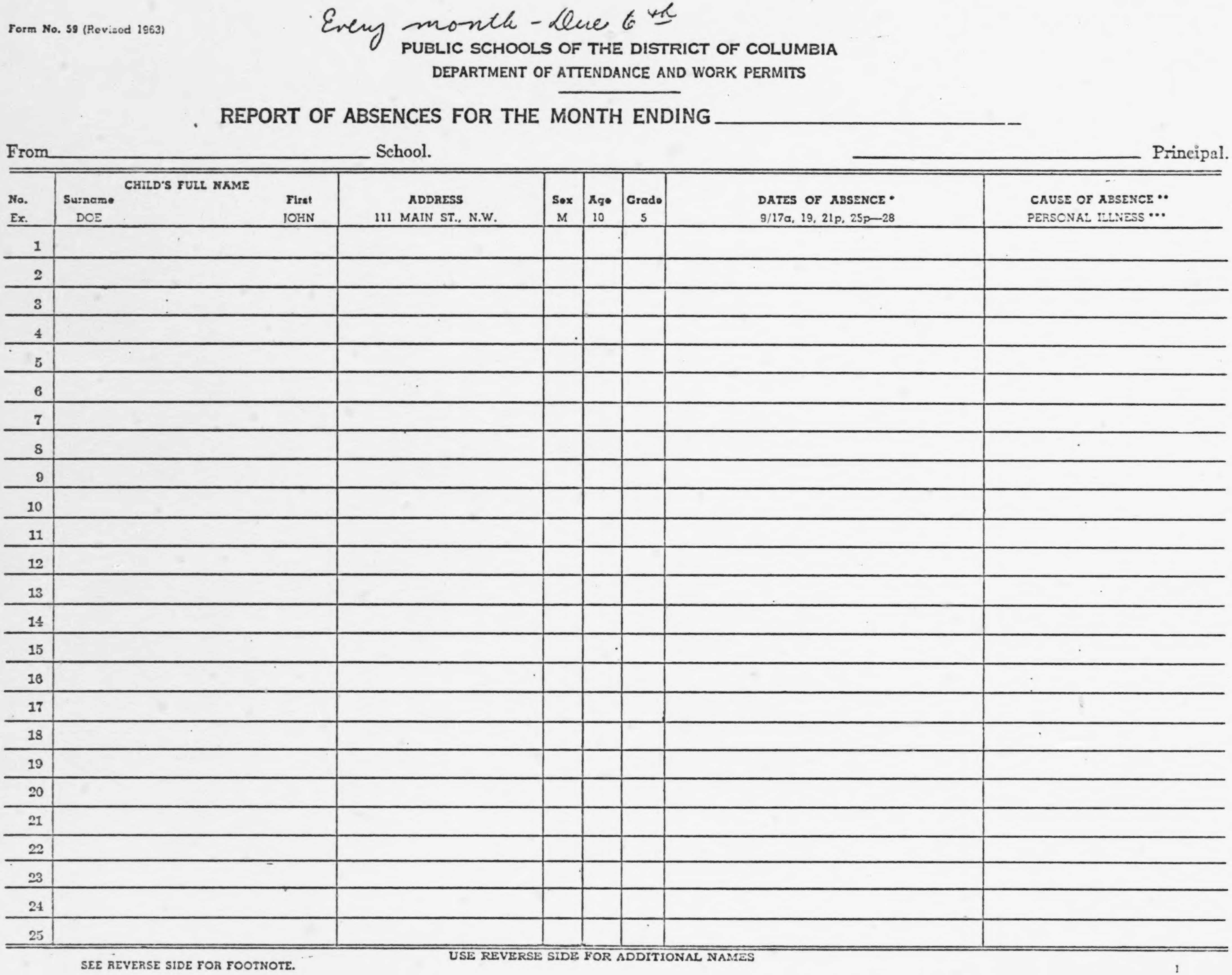
Veterans' Day—November 11, 1969
Thanksgiving Holiday—November 27 - 28, 1969
Christmas Holiday—December 24 - December 31, 1969, inclusive
New Year's Day—January 1 - 2, 1970
George Washington's Birthday—February 23, 1970
Easter Holiday—March 27 - April 3, 1970, inclusive
Memorial Day—May 29, 1970

SPECIAL NOTATIONS

(Example: Excused, 10:30 for, etc.)

Month	Notation

Figure 2-5 cont.



Form No. 59 (Revised 1963)

Every month - Due 6th

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF ATTENDANCE AND WORK PERMITS

REPORT OF ABSENCES FOR THE MONTH ENDING ____________________

From ____________________ School. ____________________ Principal.

No.	CHILD'S FULL NAME Surname	First	ADDRESS	Sex	Age	Grade	DATES OF ABSENCE *	CAUSE OF ABSENCE **
Ex.	DOE	JOHN	111 MAIN ST., N.W.	M	10	5	9/17a, 19, 21p, 25p—28	PERSONAL ILLNESS ***
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
21								
22								
23								
24								
25								

SEE REVERSE SIDE FOR FOOTNOTE.

USE REVERSE SIDE FOR ADDITIONAL NAMES

1

Figure 2-6

No.	CHILD'S FULL NAME Surname	First	ADDRESS	Sex	Age	Grade	DATES OF ABSENCE	CAUSE OF ABSENCE
26								
27								
28								
29								
30								
31								
32								
33								
34								
35								
36								
37								
38								
39								
40								
41								
42								
43								
44								
45								
46								
47								
48								
49								
50								

* List the names of all pupils, ages 7 to 16, with a total absence of 4 sessions or more. See reverse side "Dates of Absence." Use the exponent "a" (A.M.) if absent only in the morning session of a day. (Example: 9, 17a). Use the exponent "p" (P.M.) if absent only in the afternoon session of a day. (Example: 21p or 25p through 28).

** Form 57, Absence Investigation, to be sent for Truancy and/or Questionable absences.

*** List causes respectively in accordance with dates listed. (Personal illness, Death in family, Out of city, etc.).

Figure 2-6 cont.

When ask for - usually once a month

Form 19—Revised 1963

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

MEMBERSHIP REPORT

________________________ School Building

Date__________ ____________________

Membership equals the number belonging on the date of this report, i. e., the number enrolled minus those who are permanently discharged.

GRADE AND SPECIAL CLASSES	NAME OF TEACHER	BOYS		GIRLS		TOTAL
	TOTAL,					

NUMBER OF: Part-time classes ______________ Part-time pupils ____________ Pupils on Kgn. Waiting List ____________

Number of pupils included above in grades (1 through 6) or grades (7 through 9) who should be in Social Adjustment classes but for whom such facilities are not available ____________.

Please indicate "none" by zero.

P-1090

____
Principal.

Figure 2-7

Monthly - Due 6th of each month

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Principal's Report To The Superintendent On Pupil Enrollment

SCHOOL ______________________

12'. Number belonging on the last school day last report (The first report of each year this item should be blank).... ☐

E1. Entries brought forward from last school year on first day this school year (Entry should be made on first report only ☐

For month of ______________, 19____

DAY	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	To
DATES																										
ENTRIES																										
E2. Entries of those discharged the preceding school year or transferred from the inactive to the regular roll..........																										
E3. Reentries-discharged this school year...																										
E4a. Entries-transfer from other D.C. public schools..........................																										
E4b. Entries by transfer between Regular and Special classes....................																										
E5. Entries from non-public schools.........																										
E6. Entries from all other sources...........																										
A. Total number of entries..........																										
DISCHARGED																										
D7a. Transferred to other D.C.public schools.																										
D7b. Transfers between Regular and Special classes............................																										
D8. Discharged to non-public schools........																										
D9. Discharged to work......................																										
D10. Discharged-other approved conditions....																										
D11a. Discharged under specified conditions...																										
D11b. Discharged-not of compulsory school age (under 7 or over 16 yrs.)................																										
B. Total number discharged..........																										

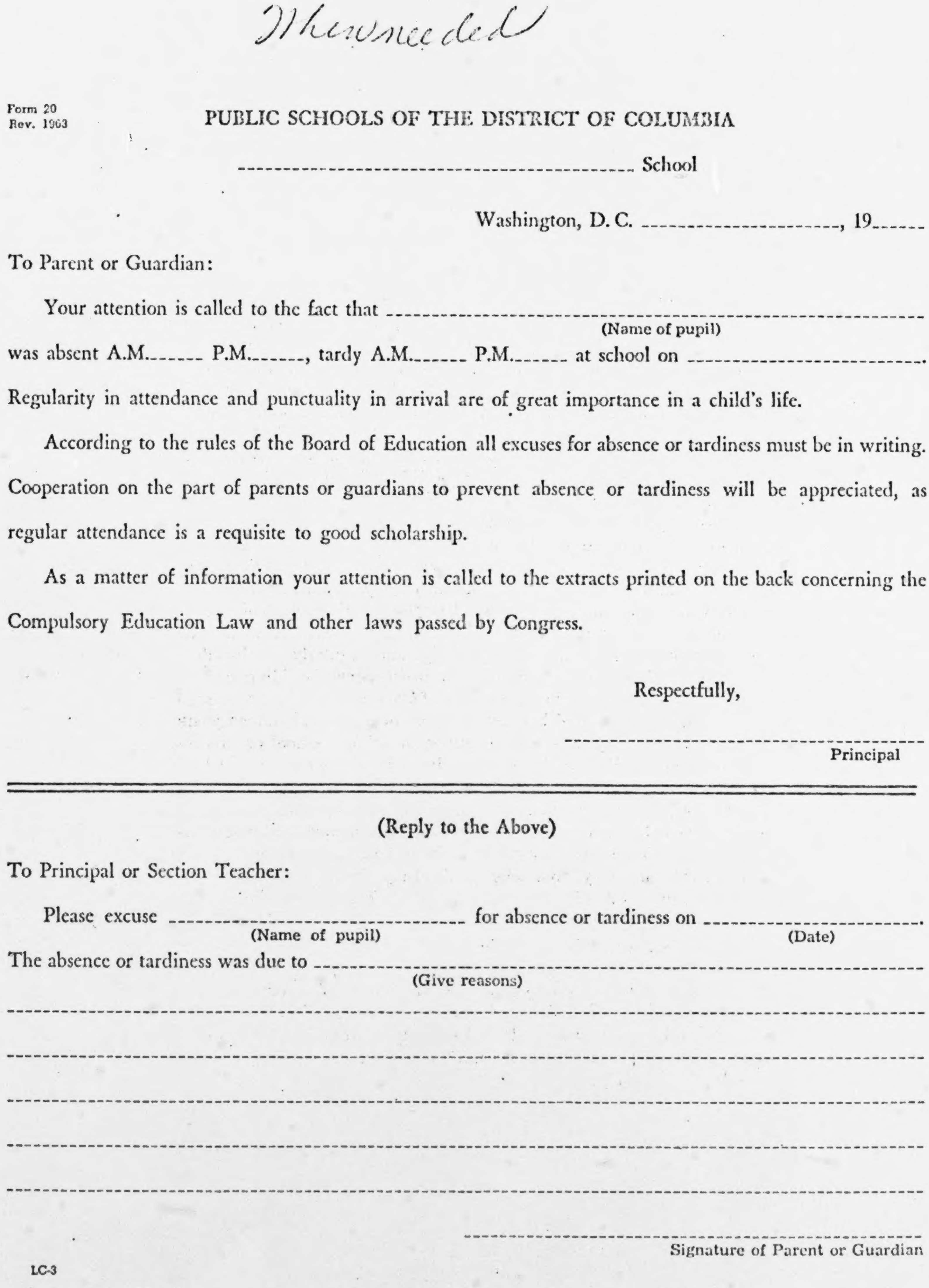
12. Total number belonging on this date (12' + A - B).. ☐

Total Days School in Session This Period ________ Days

For Statistical Office Use
Aggregate Number of Days ______________
Average Number Belonging ______________

Report Submitted __________, 19____ By ______________________________
(Principal)

FORWARD TO: Statistical Office - Department of Automated Information Systems
Presidential Building - Room 701



When needed

Form 20
Rev. 1963

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

____ School

Washington, D. C. ____________________, 19_____

To Parent or Guardian:

Your attention is called to the fact that ____
(Name of pupil)

was absent A.M.______ P.M.______, tardy A.M.______ P.M.______ at school on ________________________.

Regularity in attendance and punctuality in arrival are of great importance in a child's life.

According to the rules of the Board of Education all excuses for absence or tardiness must be in writing. Cooperation on the part of parents or guardians to prevent absence or tardiness will be appreciated, as regular attendance is a requisite to good scholarship.

As a matter of information your attention is called to the extracts printed on the back concerning the Compulsory Education Law and other laws passed by Congress.

Respectfully,

____
Principal

(Reply to the Above)

To Principal or Section Teacher:

Please excuse ______________________________ for absence or tardiness on ____________________.
(Name of pupil) (Date)

The absence or tardiness was due to ____
(Give reasons)

____

____

____

____

____

____
Signature of Parent or Guardian

LC-3

Figure 2-9

SECTION 1. Every parent, guardian, or other person residing permanently or temporarily in the District of Columbia who has custody or control of a child between the ages of seven and sixteen years shall cause said child to be regularly instructed in a public school or in a private or parochial school or instructed privately during the period of each year in which the public schools of the District of Columbia are in session: *Provided*, That instruction given in such private or parochial school, or privately, is deemed equivalent by the Board of Education to the instruction given in the public schools.

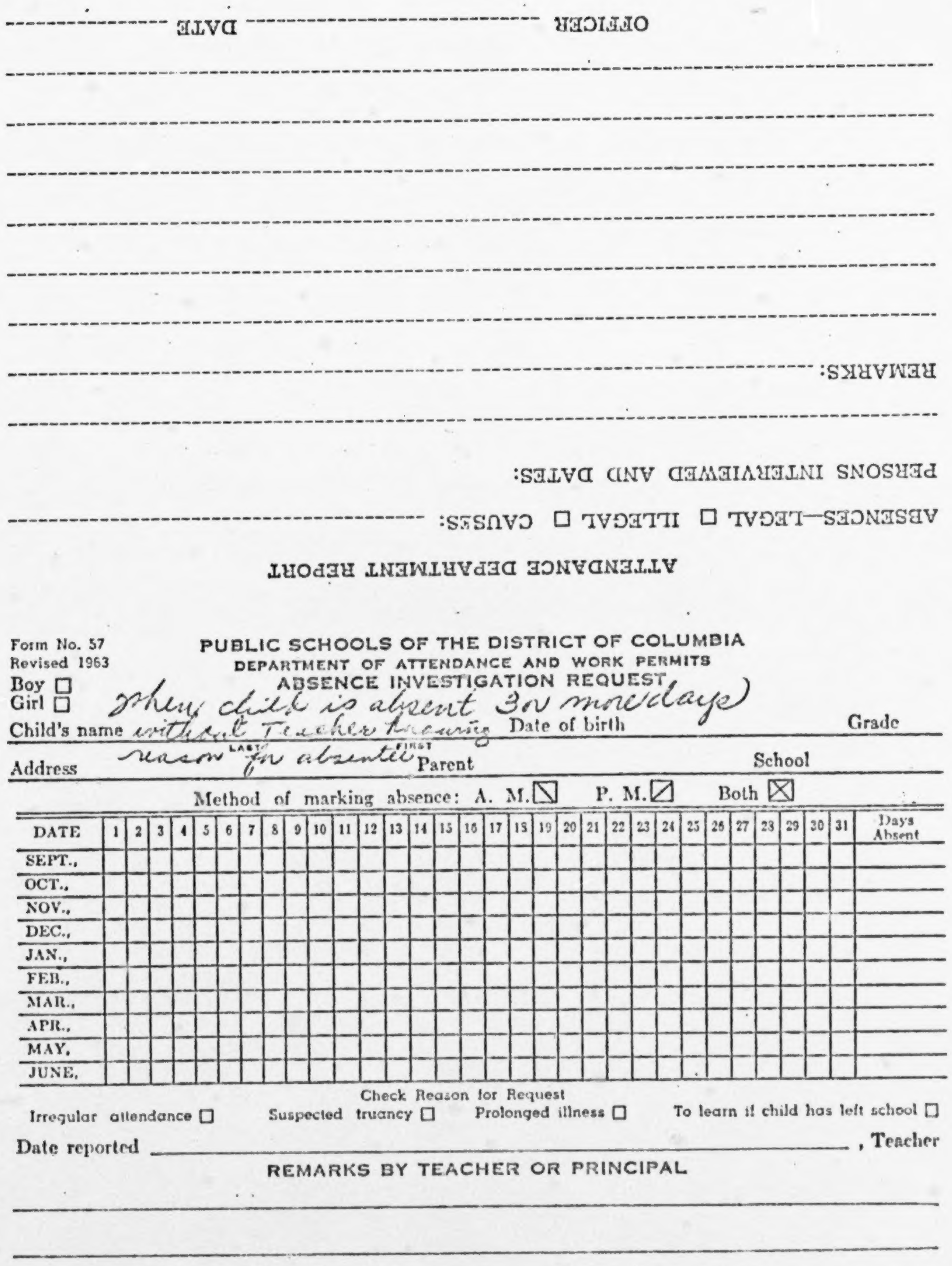
SEC. 2. Any child between the ages of fourteen and sixteen years who has completed satisfactorily the eighth-grade course of study prescribed for the public elementary schools of the District of Columbia, or a course of study deemed by the Board of Education equivalent thereto, may be excused by the superintendent of schools from further attendance at school under the provisions of this Act, provided he is actually, lawfully, and regularly employed.

SEC. 7. The parent, guardian, or other person residing permanently or temporarily in the District of Columbia and having charge or control of any child between the ages of seven and sixteen years who is unlawfully absent from public or private school or private instruction shall be guilty of a misdemeanor, and upon conviction of failure to keep such child regularly in public or private school or to cause it to be regularly instructed in private, shall be punished by a fine of $10 or by commitment to jail for five days, or by both, at the discretion of the court: *Provided*, That each two days such child remains away from school unlawfully shall constitute a separate offense: *Provided further*, That upon conviction of the first offense, sentence may, upon payment of costs, be suspended and the defendant placed on probation.

Because Congress makes its yearly appropriation of funds to our public school system on the basis of average daily membership, it is of paramount importance that pupils be regular in attendance. It is not only a duty but an obligation of the parent or guardian to see that the child attends school regularly.

LC-3

Figure 2-9 cont.



ATTENDANCE DEPARTMENT REPORT

ABSENCES—LEGAL ☐ ILLEGAL ☐ CAUSES: --

PERSONS INTERVIEWED AND DATES:

REMARKS: --

OFFICER ------------------------ DATE ----------------

Form No. 57
Revised 1963

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF ATTENDANCE AND WORK PERMITS
ABSENCE INVESTIGATION REQUEST

Boy ☐
Girl ☐ When child is absent 3 or more days)

Child's name without Teacher knowing LAST FIRST Date of birth Grade

Address reason for absentee Parent School

Method of marking absence: A. M. ⧅ P. M. ⧄ Both ☒

DATE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Days Absent
SEPT.,																																
OCT.,																																
NOV.,																																
DEC.,																																
JAN.,																																
FEB.,																																
MAR.,																																
APR.,																																
MAY,																																
JUNE,																																

Check Reason for Request

Irregular attendance ☐ Suspected truancy ☐ Prolonged illness ☐ To learn if child has left school ☐

Date reported ______________________________, Teacher

REMARKS BY TEACHER OR PRINCIPAL

____

____

Figure 2-10

3. STUDENT SAFETY, SECURITY, AND SUPERVISION

3.1 Introduction

It will be more difficult to monitor the whereabouts of students, especially in Stages I and II, in the Fort Lincoln First Facility than in conventional schools because of their freedom to use special areas and a physical environment which encourages exploration. There will be variations in safety procedures across stages to meet the needs of students of different age groups.

Detailed procedures required for supervising the facility and those who use it can be determined effectively after the program is in operation. It will suffice at this point to state the minimum staffing and control requirements for the First Facility, so that this information may be reviewed by all appropriate personnel prior to its distribution to staff in Phase I of the training program.

The general philosophy of the staff should be one of total concern by all adults for the well being of all students in the building. This means that clerical and custodial staff, older children, and community volunteers, as well as the professional staff, will assume the responsibility for the welfare of all students.

The procedural guidelines discussed below will address three principal areas:

- Constraints
- Monitoring Techniques
- Administrative Responsibility

3.2 Procedural Guidelines

3.2.1 Constraints

The Washington Teachers' Union contract details the personnel who may be utilized to provide for student welfare:

- The use of teacher aides as substitutes in care of teacher absence will usually be avoided, but graduate students from local universities can assume this role.[2]
- To ensure pupil safety, the teacher must supervise students 1) on the playground, 2) in the halls, 3) on staircases, and 4) in the lunch area. In this supervision, teachers may be assisted by teacher aides and school assistants when available.[3]
- Non-teaching duties for teachers are to be eliminated as soon as possible.[4]
- Because of the accessibility of certain areas and the encouragement of free student movement, special efforts must be made to see that special areas of the facility, such as the swimming pool, roofs, and boiler rooms are open to access only when a responsible adult is at the location.[5]

3.2.2 Monitoring Techniques

Closed-circuit television will be used and particular personnel will be designated to secure personal welfare.

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[2] Agreement between the Board of Education of the District of Columbia and the Washington Teachers Union, January 1969-June 1971.

[3] Ibid. p.20.

[4] Ibid. p.45.

[5] Ibid. pp.44-46. Also lists these duties.

3.2.2.1 Closed-Circuit Television (CCTV)

The Facilities Plan (see Midterm Report, Volume III, pp. 5-29 to 5-31) specifies the use of CCTV in the instructional program. In addition, CCTV can be used to monitor movement around the exterior of the facility, at entrance and exit points, and in certain interior areas. CCTV should not be viewed as a "big brother" device, but as a method of detecting intruders and dangers which may cause accidents.

The CCTV system will then be monitored at both the central administrative complex and at the central resource center. The concern will be for unguarded activity of small children, unsupervised activity in special areas, and unusual movement outside the building. Provisions must be made for immediate personal attention to behavior pattern deviations.

CCTV cameras will be located where they can provide views of the following areas:

- All main entrances and exits especially the North entrance, lower lobby, and the plaza level lobby main entrance
- Swimming pool
- Roof areas accessible from within the building
- Boiler rooms

3.2.2.2 Personnel Use and Area Control Requirements

The designation of particular personnel to assume the responsibilities described below must be specified in Phase I of the training program. The types of personnel who can best monitor the areas are identified. Of course, activities can always be supervised by professional teachers on a volunteer basis. Graduate students may be particularly useful at the swimming pool or snack area.

Area	Requirements
Gymnasium and Playgrounds	Accessible at all times to students in Stage III and above; the presence of any student requires volunteer or paid adult; not accessible to any Stage I or Stage II children except by teacher approval; accessible to community at specified times.
Swimming Pool	Accessible only by teacher approval; must be supervised whenever any students are in immediate vicinity, either by a volunteer with life-saving training or a paid nonprofessional with life-saving or swimming skills; instruction only by supervising teacher; accessible to community at specified times.
Roof Areas	Accessible at all times to all students only when volunteer or paid adult is present; accessible to community at all times.
Boiler Rooms	To be used for teaching purposes; accessible only under supervision of custodians, engineers, or teachers, depending on circumstances.
Snack Area	To be supervised by an adult at all times,

	preferably a volunteer; accessible to all students and community whenever building is open.

The times during which the community may use these facilities will be specified during Phase I of the training program.

Stages	Require professional teacher at all times that instruction is taking place.
Exterior Doors	All but main exits and entrances should be locked except for special reasons.

Though the community will have full access to the facility, provisions must be made to assure that all those who visit the building sign in and out, designating the purpose of their visit. This will encourage safety and will also reduce the likelihood of overload at any one location in the building during a particular time period.

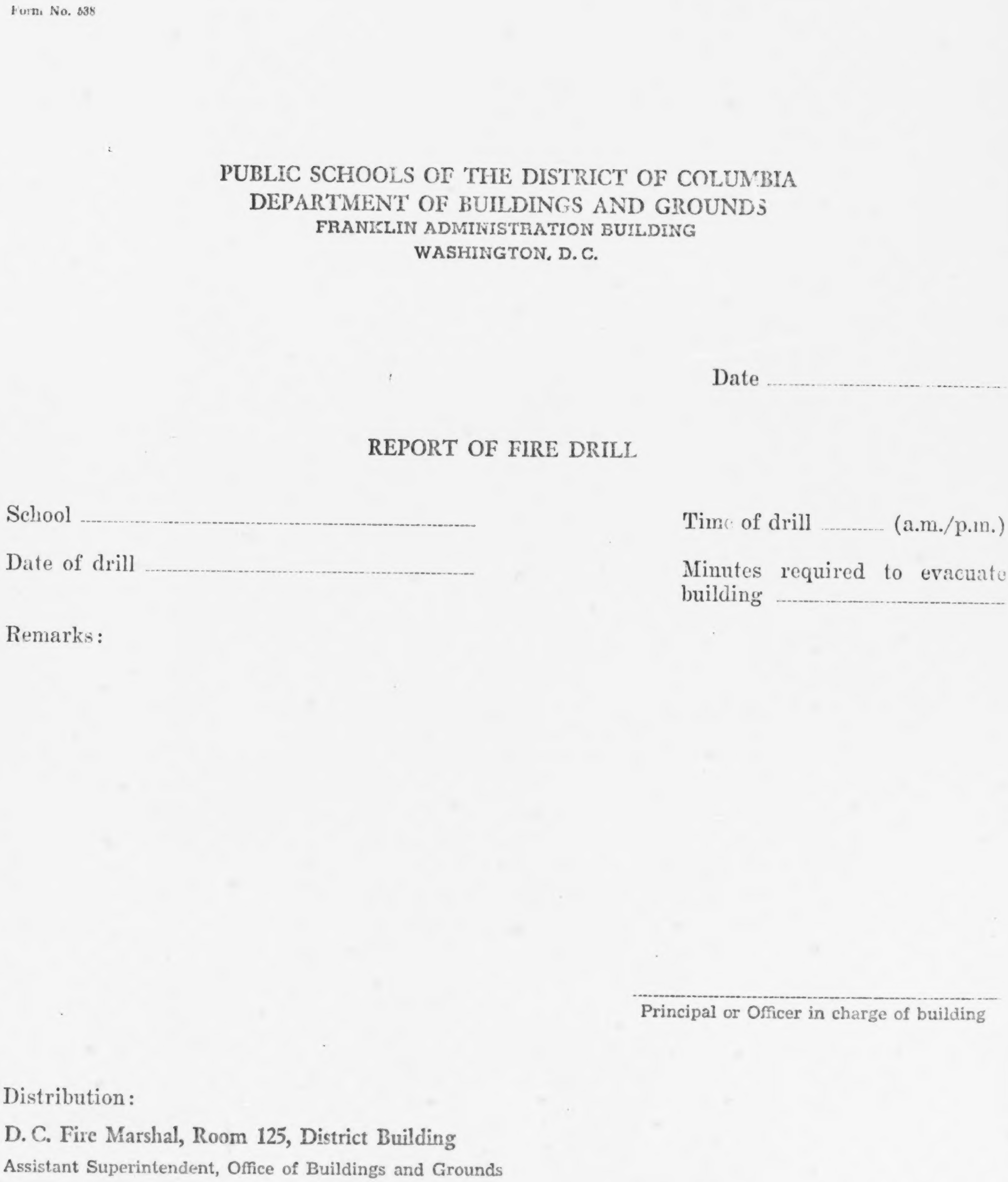
3.2.3 Administrative Responsibility

The Administrative Coordinator will designate responsibility for monitoring the CCTV system both at the central office and at the central resource center.

Teachers will be responsible for monitoring the required personnel referred to in Section 3.2.2.2 for the areas immediately adjacent to their stage. The assignment of individuals to assume these responsibilities will be made by the Administrative Coordinator.

3.3 Design of Additional Procedures

Attached are forms relating to Fire Drills (Figure 3-1) and Injury to Pupils (Figure 3-2) for which procedures must be provided during Phase I of the training program.



Form No. 538

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF BUILDINGS AND GROUNDS
FRANKLIN ADMINISTRATION BUILDING
WASHINGTON, D. C.

Date ....

REPORT OF FIRE DRILL

School ....

Date of drill ....

Time of drill .... (a.m./p.m.)

Minutes required to evacuate building ....

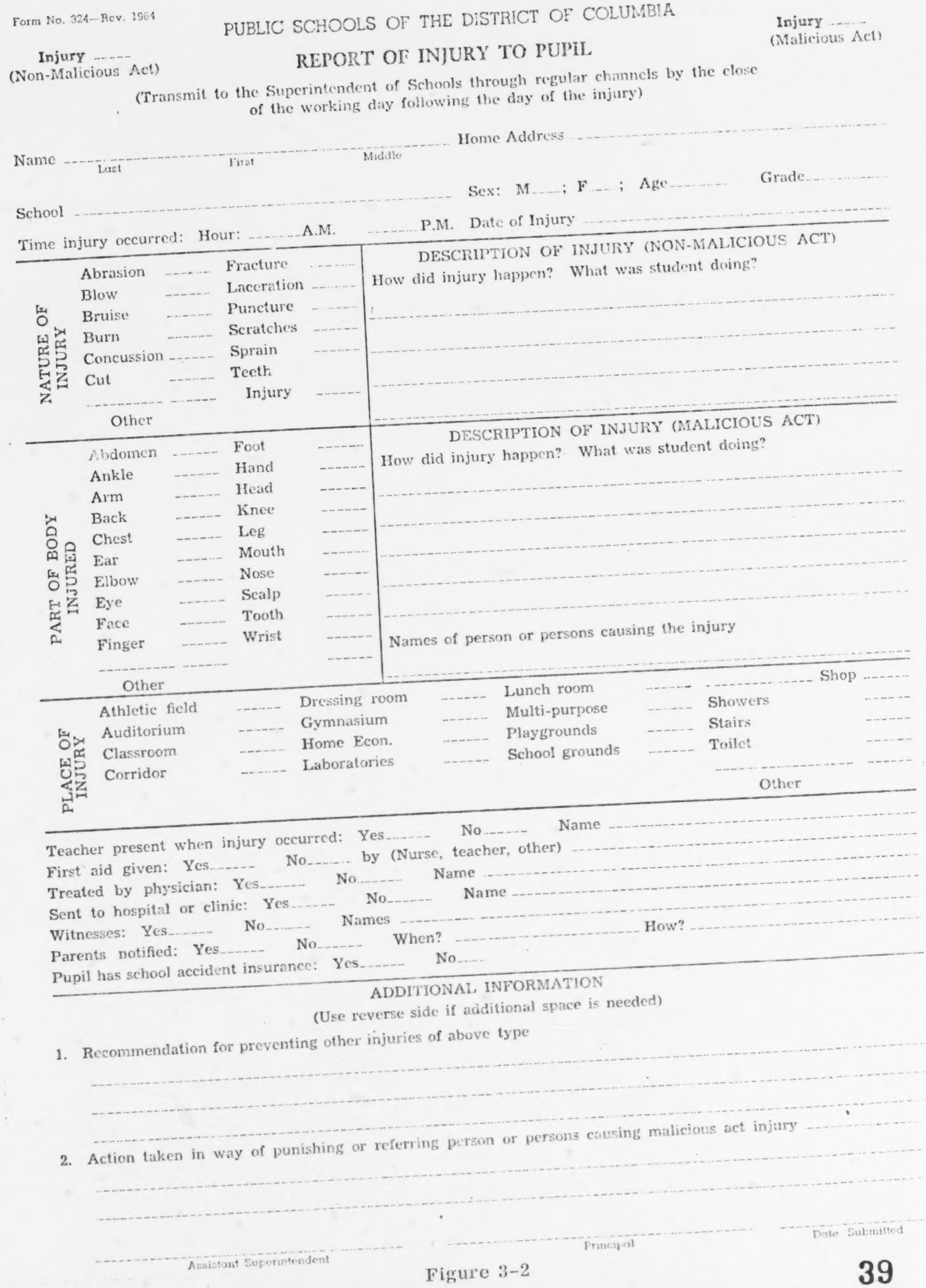
Remarks:

....
Principal or Officer in charge of building

Distribution:

D. C. Fire Marshal, Room 125, District Building
Assistant Superintendent, Office of Buildings and Grounds

Figure 3-1



Form No. 324—Rev. 1964

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

Injury ------
(Non-Malicious Act)

REPORT OF INJURY TO PUPIL

Injury ------
(Malicious Act)

(Transmit to the Superintendent of Schools through regular channels by the close of the working day following the day of the injury)

Name ------------ Last ------------ First ------------ Middle ------------ Home Address ------------

School ------------ Sex: M----; F----; Age-------- Grade--------

Time injury occurred: Hour: --------A.M. --------P.M. Date of Injury ------------

NATURE OF INJURY

- Abrasion ------
- Blow ------
- Bruise ------
- Burn ------
- Concussion ------
- Cut ------
- ------------ ------
- Other
- Fracture ------
- Laceration ------
- Puncture ------
- Scratches ------
- Sprain ------
- Teeth Injury ------

DESCRIPTION OF INJURY (NON-MALICIOUS ACT)

How did injury happen? What was student doing?

PART OF BODY INJURED

- Abdomen ------
- Ankle ------
- Arm ------
- Back ------
- Chest ------
- Ear ------
- Elbow ------
- Eye ------
- Face ------
- Finger ------
- ------------ ------
- Other
- Foot ------
- Hand ------
- Head ------
- Knee ------
- Leg ------
- Mouth ------
- Nose ------
- Scalp ------
- Tooth ------
- Wrist ------
- ------

DESCRIPTION OF INJURY (MALICIOUS ACT)

How did injury happen? What was student doing?

Names of person or persons causing the injury

PLACE OF INJURY

- Athletic field ------
- Auditorium ------
- Classroom ------
- Corridor ------
- Dressing room ------
- Gymnasium ------
- Home Econ. ------
- Laboratories ------
- Lunch room ------
- Multi-purpose ------
- Playgrounds ------
- School grounds ------
- Shop ------
- Showers ------
- Stairs ------
- Toilet ------
- ------------ ------
- Other

Teacher present when injury occurred: Yes------ No------ Name ------------

First aid given: Yes------ No------ by (Nurse, teacher, other) ------------

Treated by physician: Yes------ No------ Name ------------

Sent to hospital or clinic: Yes------ No------ Name ------------

Witnesses: Yes------ No------ Names ------------ How? ------------

Parents notified: Yes------ No------ When? ------------

Pupil has school accident insurance: Yes------ No------

ADDITIONAL INFORMATION

(Use reverse side if additional space is needed)

1. Recommendation for preventing other injuries of above type ------------
2. Action taken in way of punishing or referring person or persons causing malicious act injury ------------

------------ Assistant Superintendent ------------ Principal ------------ Date Submitted

Figure 3-2

DESCRIPTION OF INJURY (NON-MALICIOUS ACT)—continued

DESCRIPTION OF INJURY (MALICIOUS ACT)—continued

ADDITIONAL INFORMATION—continued

LC-19

Figure 3-2 cont.

4. STUDENT TRANSPORTATION

4.1 Introduction

The specific transportation needs of the Fort Lincoln Schools are impossible to predict now because requisite information is lacking. Currently the regulations of the D. C. Schools require transportation to and from school only for handicapped children between the ages of seven and sixteen. There are three factors which have suggested an extension of transportation services in the Fort Lincoln Schools beyond the conventional D. C. provisions: the presence in school of children as young as three years old; the possibility of required attendance of preschool children at the Fort Lincoln School; and the hilly terrain of the First Facility site from Bladensburg Road to the building. These factors led the Special Projects Division and GLC to recommend an extended set of transportation services for all Stage I children in addition to the service for handicapped children provided by the D. C. Schools.

4.2 Variables

There are certain factors, which when weighed against each other, will affect the total transportation service for the First Facility. Until the dimensions of and needs resulting from these factors are identified, procedures can not be completed. The Special Projects Division is currently studying the problem, and will plan the system as time permits.

- It is expected that the total Fort Lincoln First Facility transportation budget will run approximately $14,000 to $15,000, sufficient to purchase one bus with related services. Because of budget limitations, services could be contracted through an outside agent, or possibly through the D. C. Schools.

- The extent to which students will come to Fort Lincoln School on a volunteer basis until housing is provided is not known. As suggested earlier, volunteer attendance provides the option of not supplying any services. In this case, the need to provide transportation must be made known to the parents of potential volunteer students.
- The exact daily attendance schedule of Stage I students will not be known until late spring of 1970. This factor will affect the extent of transportation services required, since a greater spread between entering and leaving times will require more frequent trips than a relatively tight schedule.
- The need for transporation services for field trips is not currently known, and may in fact be quite unpredictable even during initial operations. Experience suggests a substantial increase in the transportation budget in ensuing years will be needed because of significant field trip requirements.

It is readily apparent that the specifications for the transportation system must develop as the registration process begins and essential information becomes available. A decision can then be made regarding the use of a contractor to provide the service. If the search for a contractor is conducted by an outside organization, inquiries must begin on May 18 (see Midterm Report, Implementation Plan, Vol. III).

4.3 Recommendations

It is recommended that the following activities be conducted between now and the time school opens. The exact timing, as mentioned above, will depend upon the availability of information.

- The Special Projects Division, in conjunction with personnel of the D. C. Schools and whatever outside sources they wish, should study the efficiency and cost requirements of owned vehicles vs. contracted services.
- The Special Projects Division must consider whether daily arrival and departures of Stage I children should be limited in order to control transportation requirements.

Internal procedures for the management of the transportation program must await inputs by staff during the Phase I training program. These procedures will be concerned largely with responsibilities for supervision rather than with information collection and report generation. Also, the extent to which these will be handled by internal Fort Lincoln School personnel is a function of who provides the service. However, it is recommended that the Office Manager have overall responsibility for the transportation program, delegating the appropriate responsibilities if the service is largely handled internally.

5. BUILDING MAINTENANCE

5.1 Introduction

The First Facility physical environment has been treated at length in the Midterm Report, Volume III, Facility Plan. The school is to have an open environment in which the arrangement of physical components could be changed, and indeed require continual change to be most effective. The interior of the building is made up of components which can be erected and altered by an adult; some can be manipulated by students and some even by the smallest child. The facility is viewed as a tool for learning, realizing its maximum potential only when it is altered to fit a given situation. When adapting to this setting, it becomes apparent that at least two elements in the normal behavior pattern of adults in a school must change. One is the attitude of each adult toward the physical environment, i.e., his view of its utility; his readiness to participate in its manipulation; and his knowledge of how different features may be utilized. The second element that requires a fresh approach is the interrelationship of staff members and their responsibilities regarding building manipulation and maintenance. For example, it is expected that custodial personnel will develop an appreciation of the educational utility of seemingly mundane activities such as the planting of a tree or the routine check of a boiler. It is also expected that professional or paraprofessional personnel will see their participation in routine maintenance and cleaning activities as a realistic recognition of responsibility for maintaining the environment.

All of this will not occur simply by placing people and encouraging them to manipulate the environment. The development of appropriate attitudes and responsibilities will be facilitated by first delineating, to the extent possible, the specific responsibilities of personnel and the procedures which they will follow. The second is a preservice training program for teaching and custodial staff which will focus on attitudes and further specification of procedures. This section is concerned with the first of these prerequisites -- delineation of responsibilities and procedures.

The following discussion is based upon the assumption that all formal Fort Lincoln School building maintenance operations will be conducted in-house. That is, engineering and custodial staff would be employed by the Fort Lincoln Schools rather than contracting for maintenance services. Since the key element in the success of the building maintenance function is developing appropriate attitudes and gaining the support of staff members, it is important that they see themselves as contributing members of an organization.

5.2 General Maintenance Needs

Before recommendations can be made regarding staffing, responsibilities or procedures, consideration must be given to several general maintenance needs. These include the emergencies which might occur during the school day, such as window breakage or boiler malfunction; the minimum maintenance attention that must be provided for different areas of the building; and the uniqueness of some of the components in the building.

- There are certain service and multi-use areas which will require daily attention in addition to routine sweeping:
  - Lavatories -- cleaning
  - Snack areas -- equipment cleaning and checking
  - Gymnasium -- cleaning, spot repair, safety checks
  - Swimming pool -- checking water and safety devices

- Outside grounds -- repair damage to grounds and equipment
- Roof areas -- checking equipment and safety measures.

- The individual stage areas will require attention which probably can be covered in the normal course of events during the day. Routine cleaning of stage areas should not be the responsibility of custodians, but should be shared by and rotated among members of the stage staff and student groups. In this way, proper attitudes towards stage areas, pride, and self-discipline will be encouraged. The opportunity to conduct the routine maintenance function within stage areas then can be seized upon as a made-to-order learning opportunity.

  The functions which must be provided in stage maintenance include: daily cleaning, storage of equipment, control of lighting and heating, provision of an adequate stock of cleaning supplies, and manipulation of furniture and general environment.

- There are certain other functions which will require special services or attention.

  - Clean-up after the community has used the facilities, requiring either self-policing or payment to a custodian or group to assume this responsibility. The latter consideration should be made only when the services would be extensive and would require considerable time by community residents.
  - Garbage removal, providing a good teaching learning opportunity. A compactor for garbage will be provided in the facility.
  - Exterior grounds care on a regular basis, examining for and repairing damage to the area, planting new stock, and conducting a regular lawn cutting and preventive

maintenance program. The teaching opportunities here, from landscape design to tree planting to learning about insecticides, cannot be overemphasized. Meeting this need has strong implications for establishing a close relationship between children and custodial staff.

- Plaza level, requiring special attention to cleanliness and orderliness because the area will be visible to the public, and also used as a snack area. Again, maintenance can be related to pride in the areas that are used frequently. It is expected that the community and students will bear the major responsibility for caring for this area.

5.3 Staff

5.3.1 Overall Responsibility

The Administrative Coordinator will have general administrative responsibility of the building maintenance function, delegating specific charges to professional, paraprofessional, volunteer, and custodial staff.

The work of all building maintenance staff relating to operations across stages and for specific areas will be coordinated by the Office Manager. However, the custodian when serving the needs of a particular stage will be directed by the professionals within the stage, particularly the stage representative.

5.3.2 Staff Members and Schedules

The building must be staffed continuously Monday through Saturday from 6:30 a.m. to 7:30 p.m., with some overlap between shifts to provide continuity. Work beyond 7:30 p.m., when the facility is to be used for community purposes, is provided for in the Community Participation Plan.

The staff would consist of one custodian/cleaner and at least one full-time person skilled in building engineering. His primary functions would be to operate and service the technical equipment, provide leadership and support in the area of creative facility use, develop the budget for maintenance operations, and make staff recommendations to the Administrative Coordinator.

In summary, the following full-time equivalents of staff members will be required.

Custodian/Cleaner	1.5
Building Engineer	1.0

In addition, three or more half-time staff may be hired, some of whom may be women.

The suggested schedule would be as follows:

6:30 a.m. - 3:00 p.m.	Custodian/Cleaner
9:00 a.m. - 5:30 p.m.	Engineer
2:30 p.m. - 7:30 p.m.	Custodian/Cleaner

The requirement of providing services six days a week could result in a staffing problem because only $31,000 has been allocated for maintenance personnel during the first year of operation. As a result, creative use of personnel is critical to meeting Fort Lincoln School needs.

5.3.3 Activities

Function	Responsibility
• Daily cleaning of stages	Stage Representative -- delegates within stage to paraprofessionals and students. Custodial staff will have no regular responsibility for routine cleaning.
• Regular cleaning and checking of - snack areas - gymnasium - swimming pool - roof areas - outside grounds - lavatories	Engineer -- delegates tasks to custodial staff.

Function - cont.	Responsibility - cont.
● Maintenance of boiler room	Engineer
● Assistance to teachers in creative use of facility	Engineer/Custodian
● Assistance to teachers in physical manipulation of environment	Custodian
● Storage of equipment	Stage representative -- delegates to assistants
● Maintenance of custodial inventory	Custodian
● Garbage removal	Custodian -- delegates to students through stage representatives

It must always be kept in mind that the educational utility of these activities and the strength of support they receive will be constantly reviewed by the Administrative Coordinator and teaching staff.

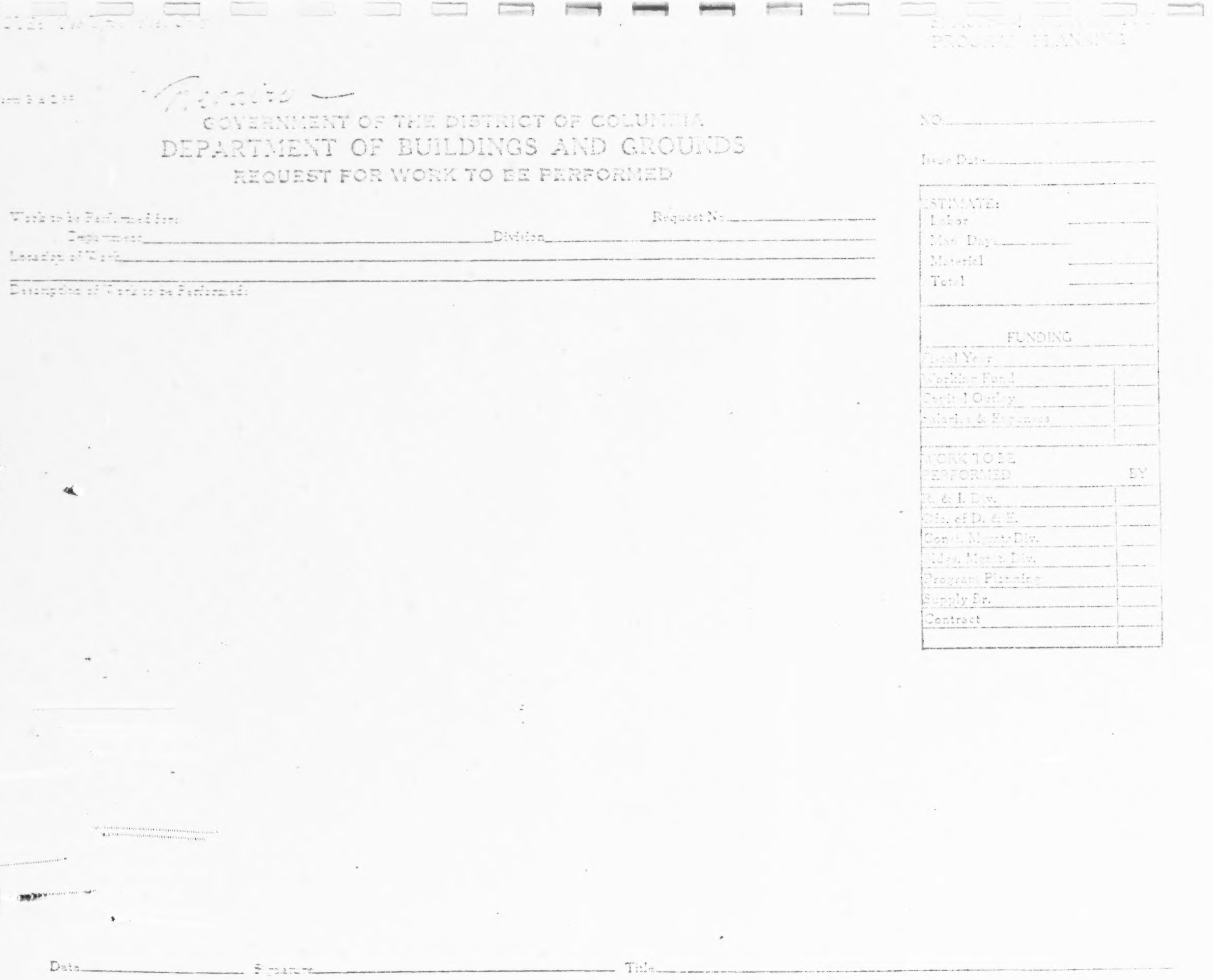
5.4 Development of Procedures

During Phase I of the training program, attitudes of staff will be developed conducive to innovative uses of buildings, so that the physical facilities actually serve the needs of the educational program. Staff members at all levels will be able to probe into areas of concern not even referred to here or difficult to answer at this time.

- During the preservice training program, the engineer and the Administrative Coordinator will identify by name those who will assume the responsibilities referred to in Section 5.3.3.
- After these individuals are identified, regular cleaning and

maintenance schedules will be established. In-service training for all staff members in the use of moveable partitions, etc. will be scheduled, and ways in which students may be involved in the building maintenance process will be identified. Regular cleaning and maintenance functions should be scheduled at minimum student load times during the day and week.

- The responsibility for storage of equipment will be designated.
- Forms and procedures will be developed for requesting special work to be performed requiring custodial services which entail additional expenditure of funds or use of custodial time. Figure 5-1 is the form used by D. C. personnel to request special work to be performed by the Buildings and Grounds Department.
- An Information System should be developed to evaluate the use and serviceability of the facility for faculty, students, and community. The information system would serve internal administration, the D. C. Board of Education, and Fort Lincoln community groups by generating monthly reports during the first year. The output of the system should be examined regularly by the Administrative Coordinator, Office Manager, and Engineer in order that methods can be developed for using information to evaluate building serviceability. The information system should show, at a minimum:
    - Extent and nature of outside use
    - Pupil and faculty loading on hourly and daily bases



PROGRAM PLANNING

Form B & G

Tracing —

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF BUILDINGS AND GROUNDS
REQUEST FOR WORK TO BE PERFORMED

Work to be Performed for:
Request No.______
Department______ Division______
Location of Work______

Description of Work to be Performed:

Date______ Signature______ Title______

NO.______

Issue Date______

ESTIMATE:	
Labor	______
Man Days______	
Material	______
Total	______
FUNDING	
Fiscal Year	
Working Fund	
Capital Outlay	
Salaries & Expenses	
WORK TO BE PERFORMED	BY
R. & I. Div.	
Ofc. of D. & E.	
Const. Mgmt. Div.	
Bldgs. Mgmt. Div.	
Program Planning	
Supply Br.	
Contract	

Figure 5-1

- Equipment efficiency
- Daily cleanliness
- Vandalism
- Repair requirements and costs
- Role of custodians, teachers, assistants, pupils, volunteers

5.5 Sample Maintenance Schedule

The need to make assignments for particular tasks during the Phase I training program was discussed earlier. A sample maintenance schedule for a given day is presented in this section, in terms of tasks to be completed and the time which might be allotted to them. This must be viewed only as an example, perhaps to be used in future discussions. It must also be understood that this is not meant to represent the schedule of only one man, but may in fact represent an almost complete description of all regularly required predictable tasks which actually could be assigned to more than one person at a given time.

6:30 a.m.	Open building and check for vandalism Review extradordinary maintenance, repair or usage requests for that day
7:00 a.m.	Service building and educational equipment Manipulate partitions Test water in pool
8:00 a.m.	Conduct outside grounds maintenance activities Check snack areas
9:00 a.m.	Manipulate partitions Conduct needed building repairs Arrange for daily garbage removal Continue through facility to survey how the building is being used and his own personal contribution to the program
10:00 a.m.	Check lavatories for cleanliness and any malfunctioning Conduct needed building repairs

11:00 a.m.	Maintain snack areas Maintain plaza level lobby Be on call for miscellaneous needs
1:00 p.m.	Maintain snack areas Receive and store deliveries Remove garbage
2:00 p.m.	Review following day's needs with staff Manipulate partitions Check outside grounds and roof areas for safety and damage
3:00 p.m.	Clean gymnasium Clean all lavatories Service building and educational equipment
4:00 p.m.	Test water in pool Remove garbage Conduct all heavy cleaning and waxing Maintain and clean plaza level lobby

6. FOOD SERVICES

6.1 Introduction

Providing meal services to Fort Lincoln First Facility students is another area for which procedures can not yet be specified, since adequate information is not available regarding the needs and demands of students. Several factors are known, however, which suggest that a broad variety of services may be required. Since some students and adults will start the day quite early, they must be able to buy breakfast, with free breakfasts for those students who are unable to pay. Lunches will be provided on the same basis. In addition, snacks will be available in a lounge area on each level to students, staff, and community throughout the day.

The operating budget for the food service program for the first year is $87,500.

6.2 Program Management

It is recommended that the food service function be contracted (if economically feasible) to a food concessionaire, and that the internal overall administration be the responsibility of the Office Manager. This arrangement does not preclude students from receiving significant educational benefit from the food services program.

6.3 Food Options

Three basic options will be available:

- Breakfast consisting of dry cereal or instant hot cereal, milk and juice;

- Lunch consisting of meat, fish, eggs (or the equivalent nutritional substitute) vegetables, fruit, bread, and milk;
- The opportunity to select from various items such as: soups, sandwiches, puddings, jello, fresh fruit, cake, milk, coffee.

It will be possible to have a larger variety of foods that are easily accessible if they are largely prepackaged and froxen and prepared in a central facility by a rapid cooking or heating process. This approach also minimizes the need for offering only a particular set of foods.

6.4 Participants

The number of children desiring free or regular meals can be determined to some extent during the registration process. This information will be useful when the contract for food services is negotiated beginning on May 18.

6.5 Procedures

6.5.1 Supervision

The areas in which students are eating will be supervised by volunteers (particularly college students), and paid community helpers, if necessary, depending upon the control requirements established for handling money. These assignments will be made by the stage representative. During Phase I of the training program, a determination will be made regarding the age limits of students who will be encouraged to secure their own meals and to clean up afterwards.

Hot meals should be prepared in the central facility and delivered by volunteers to the snack area on each level. Children can then go to the snack area, when appropriate, to get their food.

6.5.2 Planning

When weekly programs are planned for children, their meal times must be specified and money collected, where necessary. The information will be collected in each stage and forwarded to the stage representative. It will be his responsibility to distribute the information to the adults within the stage to ensure adequate supervision of the adjacent snack area. At the same time, the information and money will be forwarded to the Office Manager by each stage representative for appropriate planning and accounting.

6.6 Educational Utility

There are many ways in which the food program can be used as an educational experience for both students and the community. The most valuable educational aspect of the program is the opportunity to study nutrition and learn to prepare healthful foods at home. Community participation in the daily operations of the schools will expose adults to good nutrition and food preparation methods which they can use in their homes. The specific manner in which this can be accomplished should be considered during curriculum development.

In addition, the setting in which children will eat is conducive to a social learning opportunity, since staff at all levels will be encouraged to eat with the children whenever feasible.

The following should be included in an educational program developed for students and/or the home:

All Participants

- Nutritional value of food and minimum daily requirements
- Social behavior in group eating -- consideration for others
- Personal and kitchen hygiene

Stage III and above, and Parents

- Meal planning -- nutritional and economic
- Institutional management
- Food preparation

The home nutrition education program might best be conducted in workshop activities for parents, coordinated by the Resources Coordinator. Community volunteers, e.g., domestics, catering employees, dieticians, etc., may lead the workshops, drawing upon personal or professional experience. Parents should also be invited to tour the food planning facilities.

6.7 Community Use

Use of the food service facilities for any activity other than a normal school function should be considered by staff and community participants in Phase I of the training program or shortly after school opens. The extent of community demand may not be known for some time, or until the community begins to make use of the facility. The option of using the services of the contractor beyond normal school hours should be explored.

6.8 Evaluation

For the purpose of modifying food service offerings and management, an information system relating to the use of the food services program must be established. The information requested can be utilized by staff and community representatives for analyzing many factors. For example, the usage patterns of students and staff might be examined by studying the following data showing:

- Number of breakfasts and lunches
- Number of free meals
- Regularity with which individuals eat entire meals
- Extent of community use
- Participant satisfaction
- Staffing requirements (in addition to normal kitchen staff)

7. PERSONNEL RECORDS AND PAYROLL

7.1 Current System

The present system of personnel records management within the Schools is inadequate for generating useful evaluative and planning information and for reasonable payment cycles for those who work on an irregular part-time basis. Considerable paper work is generated during the hiring process, yet little useful data can be produced for examining staffing patterns, vacancies, strengths and weaknesses, etc. It is difficult to identify personnel costs for particular programs; information regarding staff vacancies is not produced periodically; and information on professional capabilities is not readily available. These are just a few examples of the personnel information shortcomings in the present system.

It can not be expected that the proposed system will completely correct the existing inadequacies or provide an ideal personnel information system. Rather, it must be viewed as an interim system in which some of the issues and principles to which the school administrators must be sensitive will be identified. It will also attempt to identify the components of a record system which will eventually serve as an appropriate data base for a useful personnel information system. A permanent system may evolve as the Fort Lincoln School comprehensive information system is developed.

Because the Recruitment Plan for staffing the Fort Lincoln Schools will use the D. C. procedures and requirements for certification and regular appointments, the related forms will provide the basic information for the personnel records. However, this does not preclude modifying that information for use by the Fort Lincoln Schools.

7.2 Fort Lincoln School Personnel Records System

7.2.1 Responsibility

The supervision of the Fort Lincoln School personnel records and payroll system will be the responsibility of the Staff Development Coordinator. Records and reports will be duplicated and stored both in the stages and in the central office. Though the initial system will be manually operated, it is expected that the specifications for an automated system will begin to be developed during the first school year.

The daily maintenance of the records system will be the responsibility of an administrative secretary. Inputs will be provided by all staff using procedures and forms developed in consultation with the Staff Development Coordinator during and after Phase I of the training program.

7.2.2 Information Sources

The principal source of basic information regarding staff will be generated from the Board Order, Form PSDCG 11, Figure 7-1. This form will be forwarded from the D. C. Schools when the appointment of the individual is made official by action of the Board of Education. In order to improve its utility, the following information should be added to this form:

- Program code -- will show entry for activity (program code), as described in the Accounting System (see Section 11.5). This will relate personnel costs to programs, and should be used in addition to the current D. C. numerical coding system for personnel, currently being revised.
- Profile of Strengths and Weaknesses -- see Midterm Report,

Volume II, Recruitment Process, pp. 2-55 to 2-77.

- Personal Resume -- to include all training and experience which may be relevant in any way to Fort Lincoln School needs.

7.2.3 Developmental Records

As the Fort Lincoln Schools begin operation, certain information must be collected which, when combined with the information discussed above, will provide the basis for developing useful analytical and evaluative reports.

7.2.3.1 Staffing Needs

At the beginning of each year, and bi-monthly thereafter, a report will be generated which will display:

- The number of positions to be filled
- The specialities to be acquired
- The progress made in filling positions

This information will be shared with all staff members and will be used by the Staff Development Coordinator in carrying on the recruitment program.

7.2.3.2 Staff Development Records

This will be a composite of individual profiles developed for each teacher which will display the specific steps taken towards realizing personal professional development objectives. The individual reports can be used by the Staff Development Coordinator to develop reports for community and Fort Lincoln and D. C. School officials. These reports would concern development efforts of individuals and groups, as well as personnel evaluation.

7.2.3.3 Staff Utilization Records

These records will show by individual and compositely how professional, paraprofessional, and volunteer staff members are using their time.

For each category of persons, individual records will show how much time is spent on:

- Clerical tasks
- Parent/student planning
- Individual teacher planning
- Stage planning
- Task Force meetings
- Instruction -- (Prescription, Diagnosis)
- Group instruction
- Other

The monthly examination of these reports will indicate the extent to which actual time spent by staff on these activities corresponds to the time projected for them in the original Fort Lincoln plan. This information will serve as an early warning device, indicating whether staff functions are being distributed as planned.

7.2.3.4 Volunteer Services

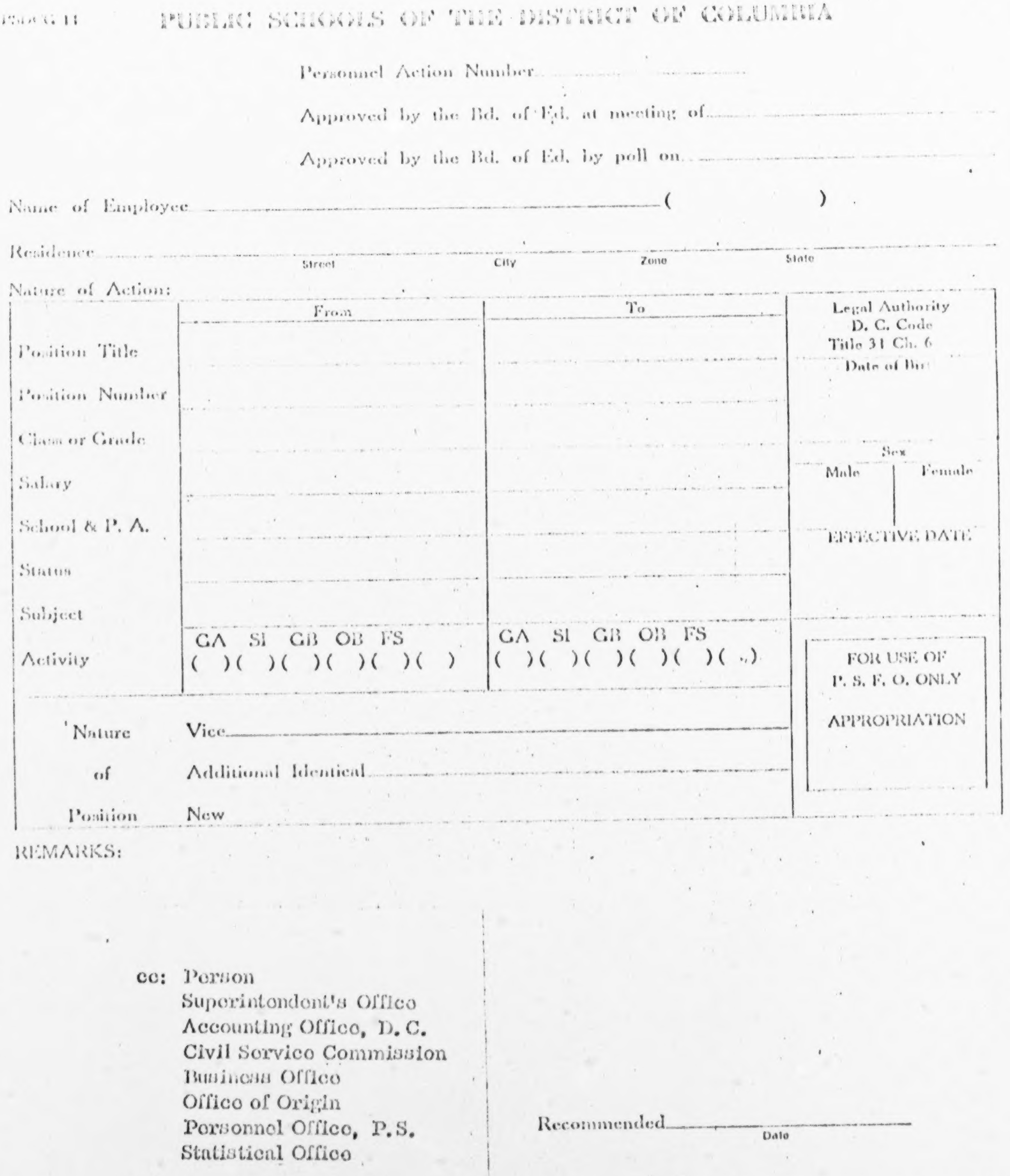
To enhance staff flexibility, continuously revised records must be maintained of the volunteers available to serve in the Fort Lincoln Schools. As a minimum, these records must show:

- Name
- Capability
- Availability
- Evaluative Comments

These records and all the related detailed forms should be developed under the direction of the Staff Development Coordinator. The issues and requirements must be addressed in Phase I of the training program. Specifications for procedures can begin to be written when the First Facility starts operation.

7.3 Other Records

Figures 7-2 to 7-12 are copies of forms which are required by the D. C. Schools to be completed to ensure staff safety and personal welfare.



PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

Personnel Action Number..........

Approved by the Bd. of Ed. at meeting of..........

Approved by the Bd. of Ed. by poll on..........

Name of Employee.......... ( )

Residence.......... Street City Zone State

Nature of Action:

	From	To	Legal Authority D. C. Code Title 31 Ch. 6
Position Title			Date of Bi
Position Number			
Class or Grade			Sex
Salary			Male | Female
School & P. A.			EFFECTIVE DATE
Status			
Subject			
Activity	GA SI GB OB FS ( )( )( )( )( )( )	GA SI GB OB FS ( )( )( )( )( )( )	FOR USE OF P. S. F. O. ONLY APPROPRIATION
Nature of Position	Vice..........		
	Additional Identical..........		
	New		

REMARKS:

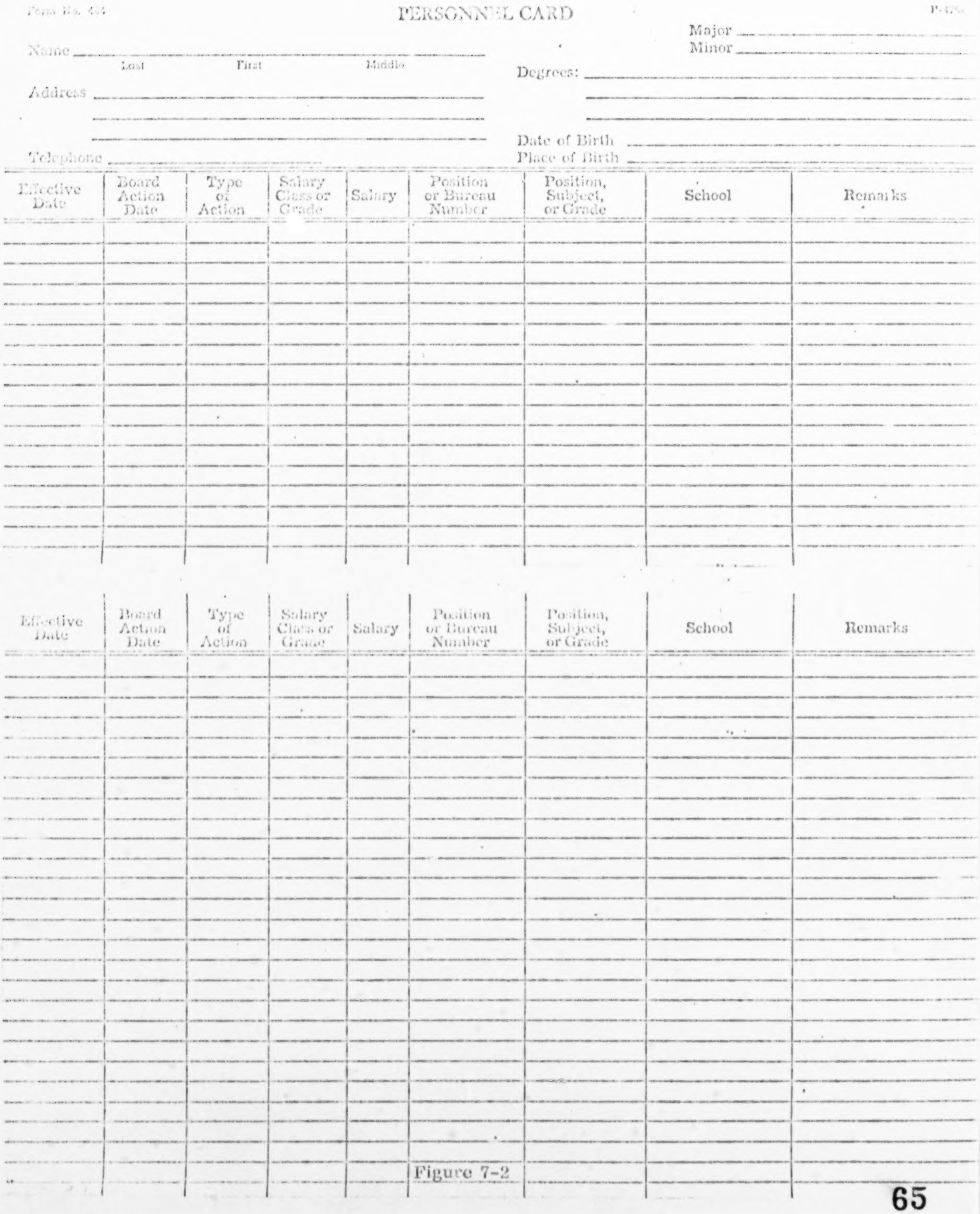
cc: Person
Superintendent's Office
Accounting Office, D. C.
Civil Service Commission
Business Office
Office of Origin
Personnel Office, P. S.
Statistical Office

Recommended.......... Date

....

..........Superintendent

Figure 7-1



Form No. 464

PERSONNEL CARD

P-428

Major ______________________
Minor ______________________

Name ______________________________
Last First Middle

Degrees: ______________________

Address ______________________________

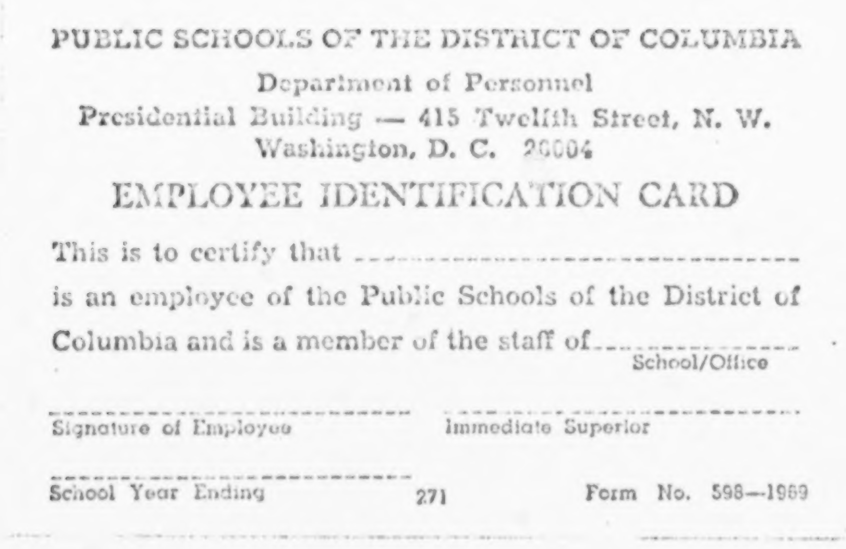
Date of Birth ______________________
Place of Birth ______________________

Telephone ______________________

Effective Date	Board Action Date	Type of Action	Salary Class or Grade	Salary	Position or Bureau Number	Position, Subject, or Grade	School	Remarks

Effective Date	Board Action Date	Type of Action	Salary Class or Grade	Salary	Position or Bureau Number	Position, Subject, or Grade	School	Remarks

Figure 7-2



PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Department of Personnel
Presidential Building — 415 Twelfth Street, N. W.
Washington, D. C. 20004

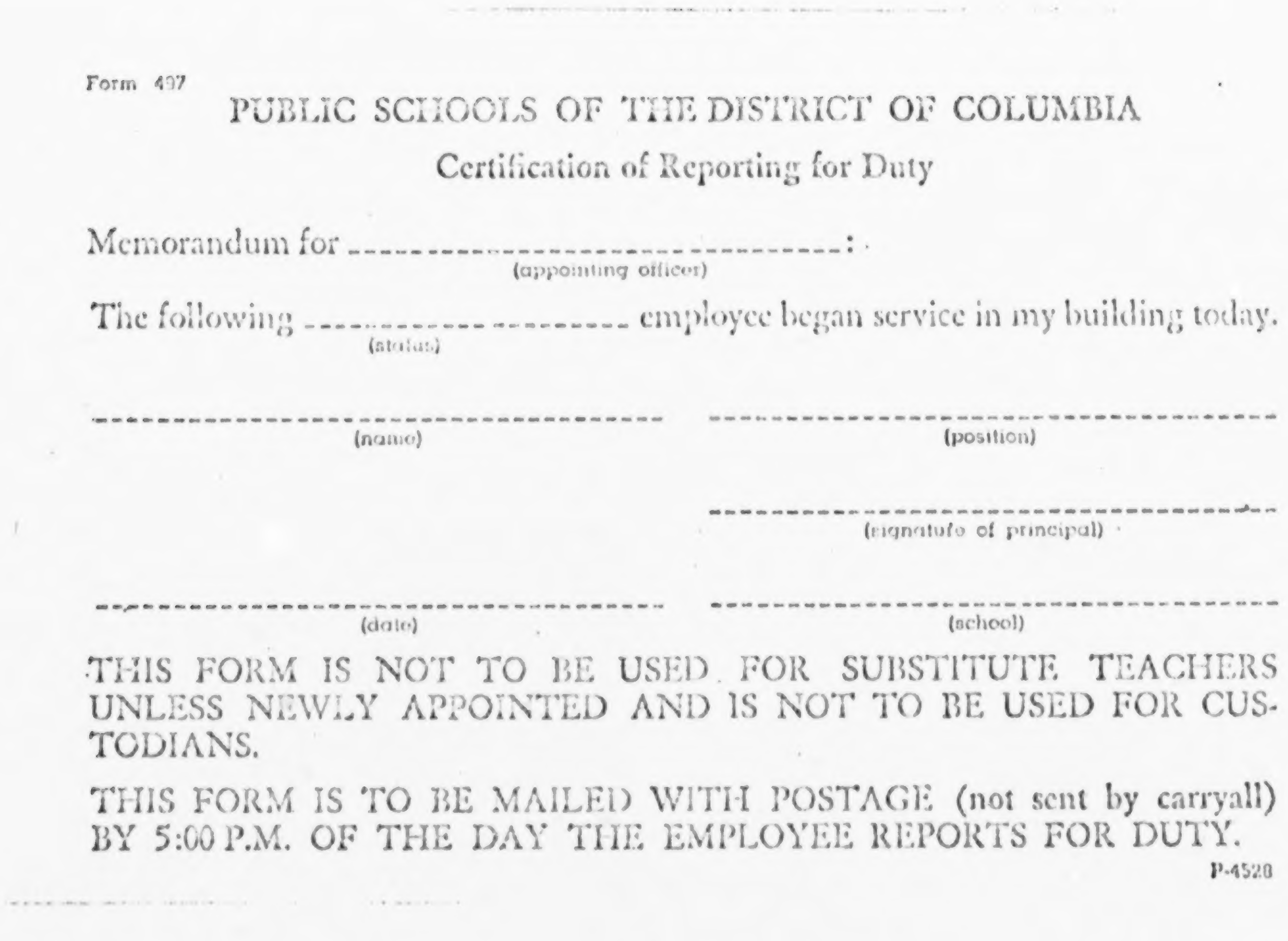
EMPLOYEE IDENTIFICATION CARD

This is to certify that ______________________________
is an employee of the Public Schools of the District of
Columbia and is a member of the staff of______________
School/Office

______________________ ______________________
Signature of Employee Immediate Superior

____
School Year Ending 271 Form No. 598—1969

Figure 7-3



Form 497

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

Certification of Reporting for Duty

Memorandum for ________________________________:
(appointing officer)

The following ______________________ employee began service in my building today.
(status)

____________________________________ (name)
____________________________________ (position)

____________________________________ (signature of principal)

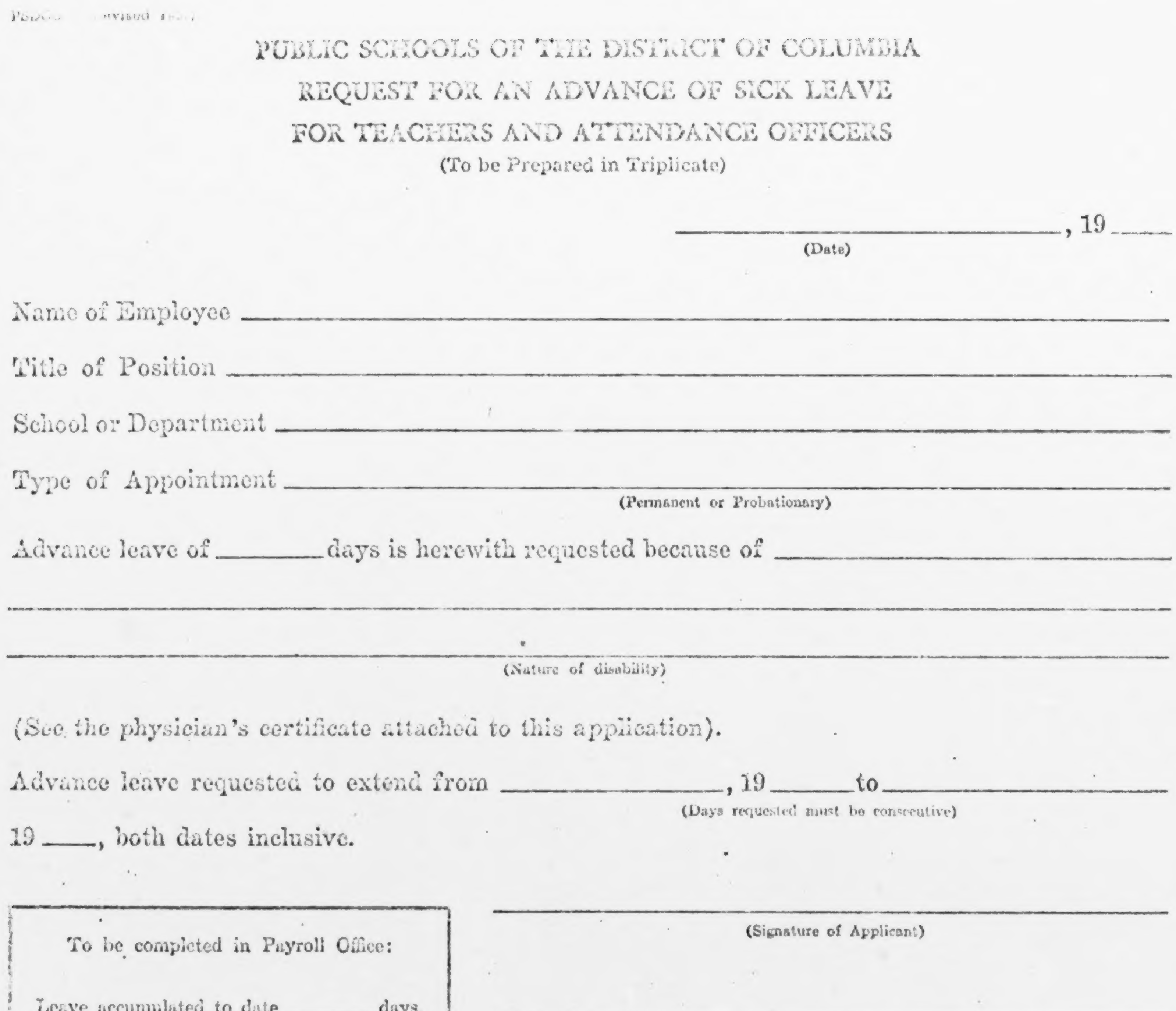
____________________________________ (date)
____________________________________ (school)

THIS FORM IS NOT TO BE USED FOR SUBSTITUTE TEACHERS UNLESS NEWLY APPOINTED AND IS NOT TO BE USED FOR CUSTODIANS.

THIS FORM IS TO BE MAILED WITH POSTAGE (not sent by carryall) BY 5:00 P.M. OF THE DAY THE EMPLOYEE REPORTS FOR DUTY.

P-4528

Figure 7-4



[illegible] Revised [illegible]

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
REQUEST FOR AN ADVANCE OF SICK LEAVE
FOR TEACHERS AND ATTENDANCE OFFICERS
(To be Prepared in Triplicate)

______________________, 19____
(Date)

Name of Employee ______________________

Title of Position ______________________

School or Department ______________________

Type of Appointment ______________________
(Permanent or Probationary)

Advance leave of ________ days is herewith requested because of ______________________

____

____
(Nature of disability)

(See the physician's certificate attached to this application).

Advance leave requested to extend from ______________, 19______ to ______________
(Days requested must be consecutive)

19 ____, both dates inclusive.

To be completed in Payroll Office:

Leave accumulated to date ________ days.

Leave taken to date ____________ days.
(Current School Year)

Computed by ______________________
(Payroll Supervisor)

____
(Signature of Applicant)

____
(Street)

____
(City)

RECOMMENDED FOR APPROVAL:

____
(Immediate Supervisor)

____
(Assistant Superintendent)

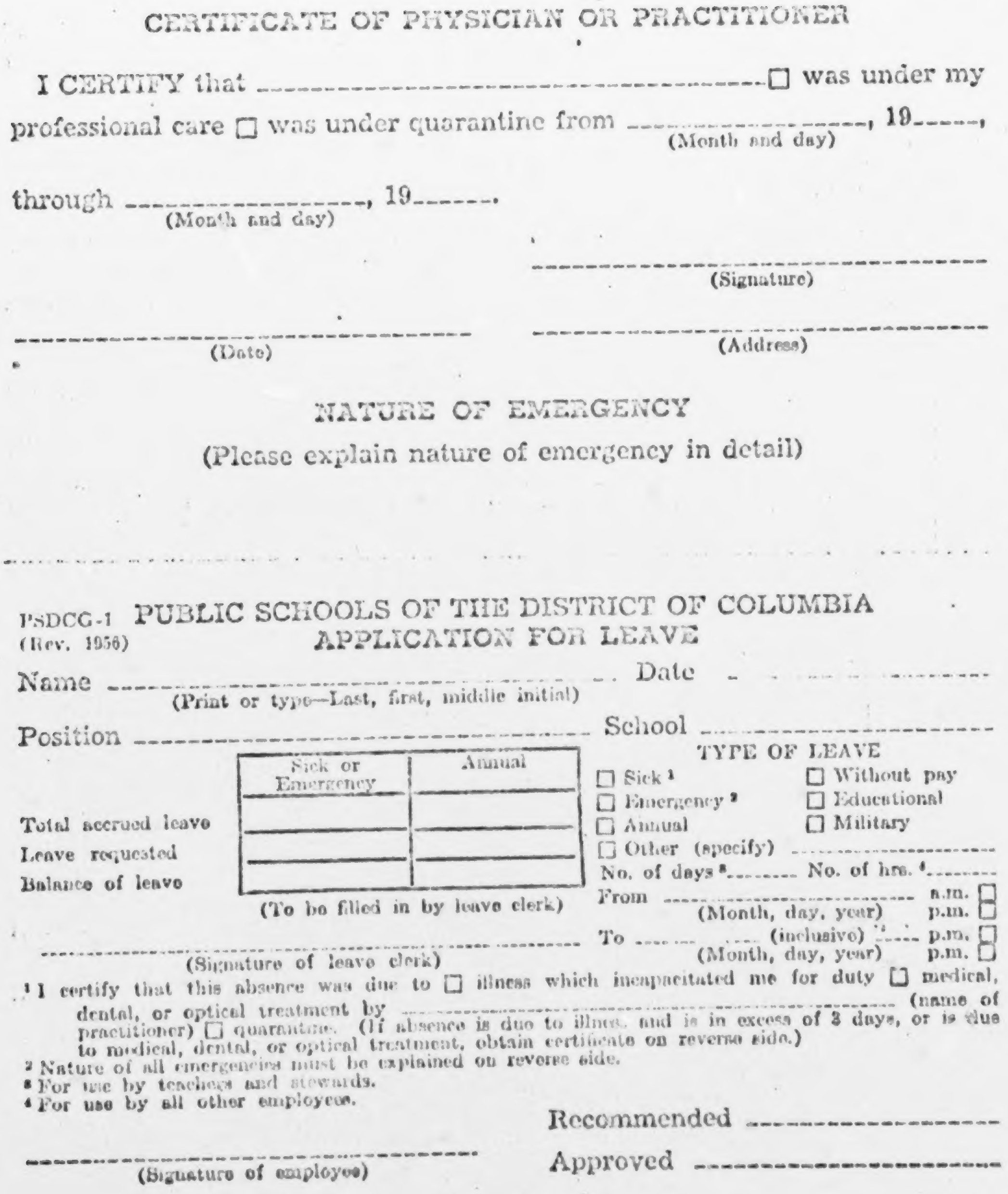
____
(Deputy Superintendent)

APPROVED:

____
(Superintendent of Schools)

______________________, 19
(Date)

Figure 7-5



CERTIFICATE OF PHYSICIAN OR PRACTITIONER

I CERTIFY that ______________________ ☐ was under my professional care ☐ was under quarantine from ______________ (Month and day), 19____,

through ______________ (Month and day), 19____.

____
(Signature)

____
(Date)

____
(Address)

NATURE OF EMERGENCY

(Please explain nature of emergency in detail)

PSDCG-1
(Rev. 1956)

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
APPLICATION FOR LEAVE

Name ______________________ (Print or type—Last, first, middle initial) Date ______________

Position ______________________ School ______________

	Sick or Emergency	Annual
Total accrued leave		
Leave requested		
Balance of leave		

(To be filled in by leave clerk)

____
(Signature of leave clerk)

TYPE OF LEAVE

☐ Sick [1] ☐ Without pay
☐ Emergency [2] ☐ Educational
☐ Annual ☐ Military
☐ Other (specify) ______________
No. of days [3] ________ No. of hrs. [4] ________
From ______________ (Month, day, year) a.m. ☐ p.m. ☐
To ______________ (inclusive) (Month, day, year) p.m. ☐ p.m. ☐

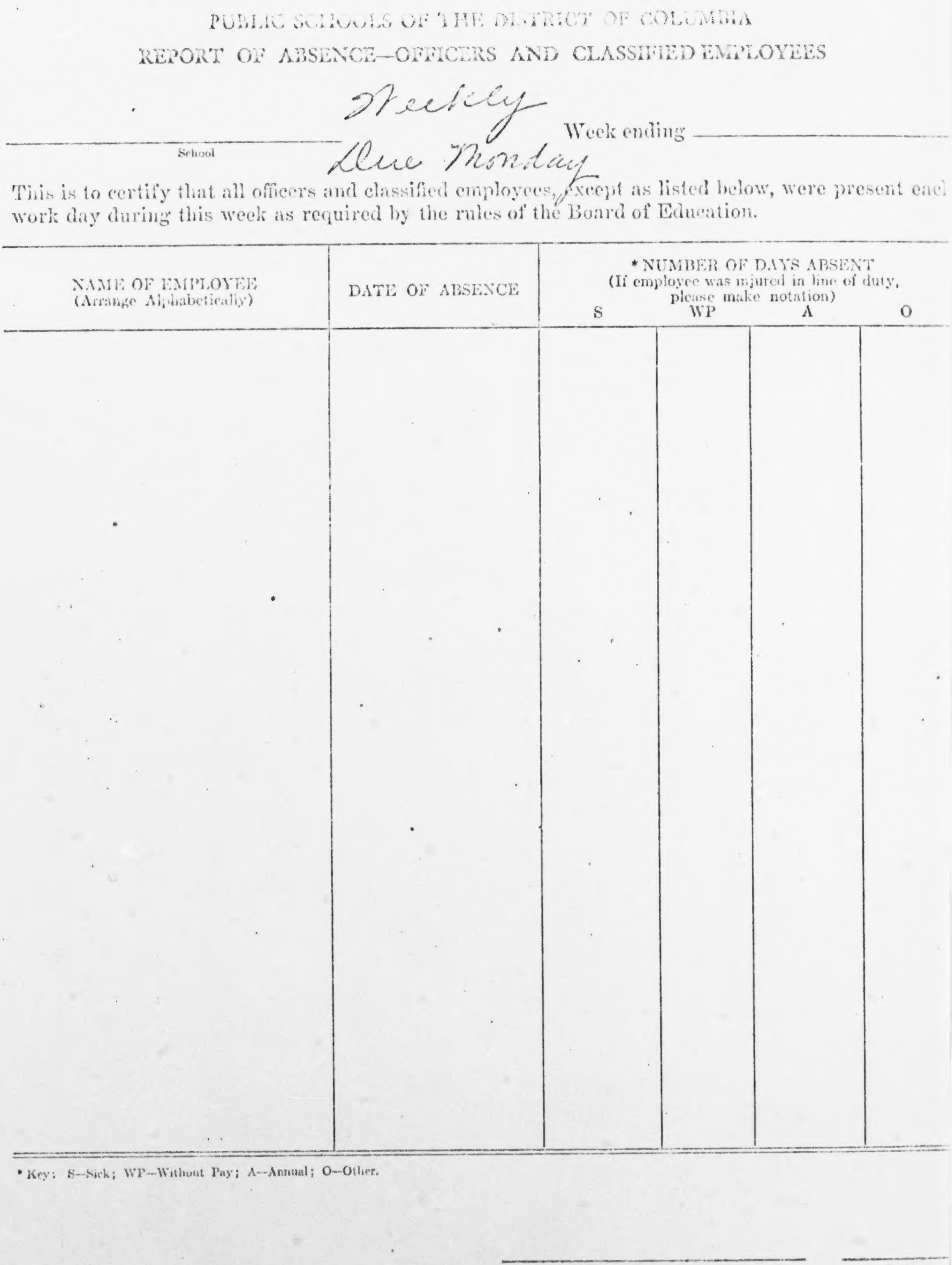
[1] I certify that this absence was due to ☐ illness which incapacitated me for duty ☐ medical, dental, or optical treatment by ______________ (name of practitioner) ☐ quarantine. (If absence is due to illness and is in excess of 3 days, or is due to medical, dental, or optical treatment, obtain certificate on reverse side.)
[2] Nature of all emergencies must be explained on reverse side.
[3] For use by teachers and stewards.
[4] For use by all other employees.

Recommended ______________

____
(Signature of employee)

Approved ______________

Figure 7-6



PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

REPORT OF ABSENCE—OFFICERS AND CLASSIFIED EMPLOYEES

Weekly

School ______________________ Week ending ______________________

Due Monday

This is to certify that all officers and classified employees, except as listed below, were present eac work day during this week as required by the rules of the Board of Education.

NAME OF EMPLOYEE (Arrange Alphabetically)	DATE OF ABSENCE	*NUMBER OF DAYS ABSENT (If employee was injured in line of duty, please make notation)			
		S	WP	A	O

*Key: S—Sick; WP—Without Pay; A—Annual; O—Other.

______________________ Signature of Official ______________ Date

Figure 7-7

[illegible]

Certification of Services Rendered by
Substitute Teachers and Attendance Officers

For the month of ________________ 19____

Monthly- Dec 5th

____
School or Department

Name of Substitute (Arrange alphabetically)	Number of Days of Service	Name of Teacher or Attendance Officer for Whom Services Were Rendered (Indicate date of service after each name)

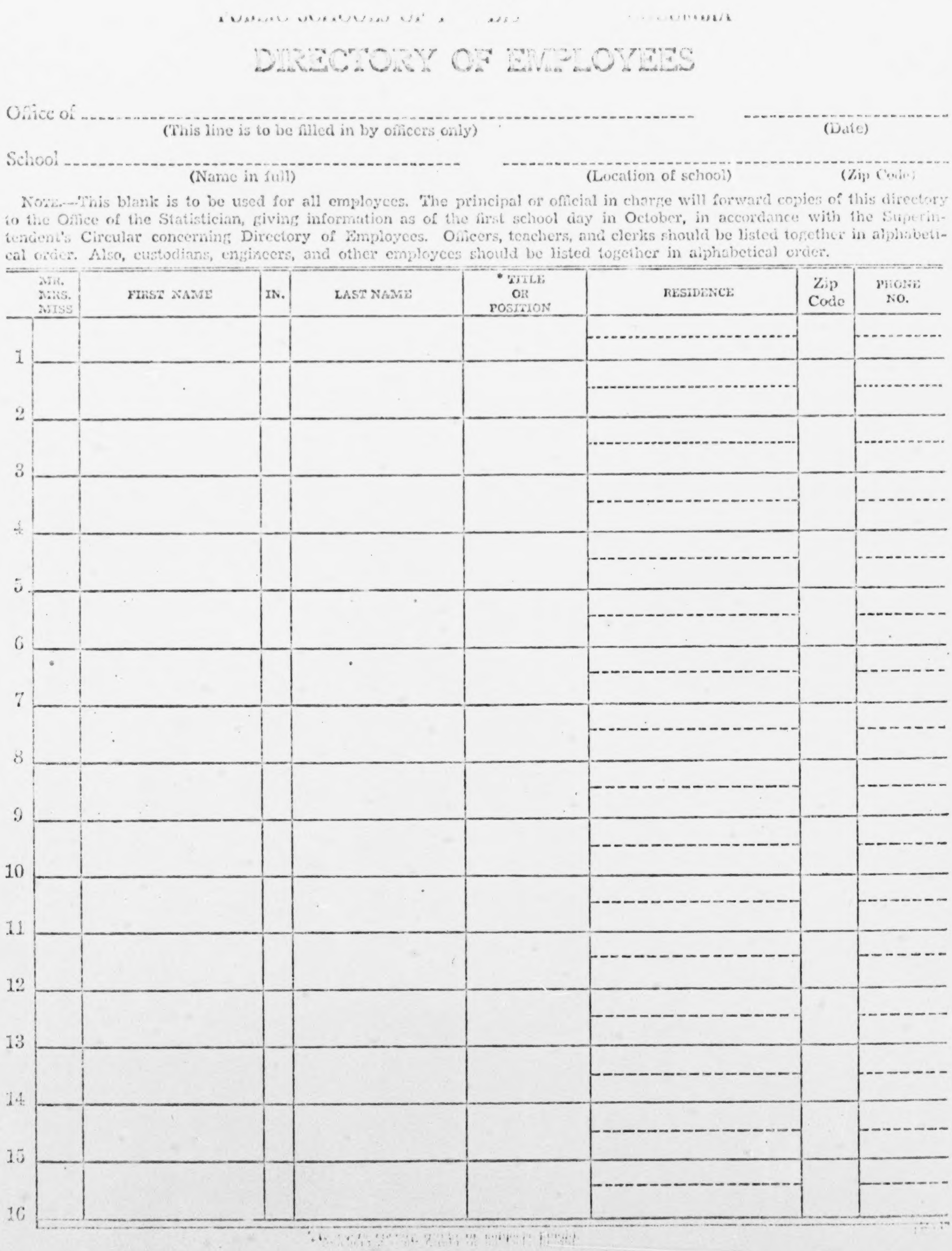
____
Clerk Preparing Report

Certified: ________________________
Signature of Certifying Officer

[illegible]

Date ____________________

Figure 7-9



[illegible]

DIRECTORY OF EMPLOYEES

Office of ______________________________ ____________
(This line is to be filled in by officers only) (Date)

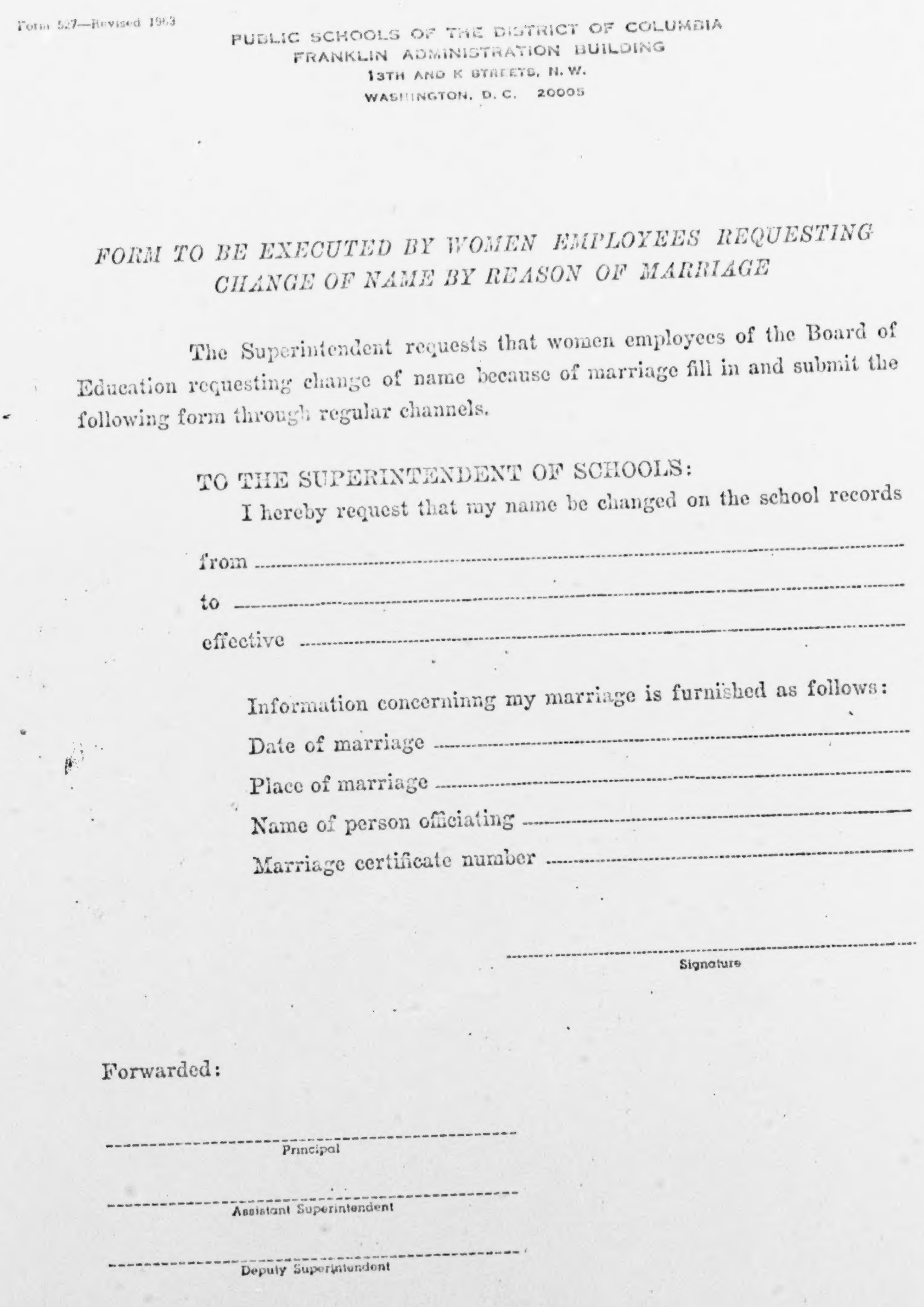
School ______________________ ______________________ ____________
(Name in full) (Location of school) (Zip Code)

NOTE.—This blank is to be used for all employees. The principal or official in charge will forward copies of this directory to the Office of the Statistician, giving information as of the first school day in October, in accordance with the Superintendent's Circular concerning Directory of Employees. Officers, teachers, and clerks should be listed together in alphabetical order. Also, custodians, engineers, and other employees should be listed together in alphabetical order.

	MR. MRS. MISS	FIRST NAME	IN.	LAST NAME	* TITLE OR POSITION	RESIDENCE	Zip Code	PHONE NO.
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								

[illegible]

Figure 7-10



Form 527—Revised 1963

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
FRANKLIN ADMINISTRATION BUILDING
13TH AND K STREETS, N. W.
WASHINGTON, D. C. 20005

FORM TO BE EXECUTED BY WOMEN EMPLOYEES REQUESTING CHANGE OF NAME BY REASON OF MARRIAGE

The Superintendent requests that women employees of the Board of Education requesting change of name because of marriage fill in and submit the following form through regular channels.

TO THE SUPERINTENDENT OF SCHOOLS:

I hereby request that my name be changed on the school records

from ....

to ....

effective ....

Information concerninng my marriage is furnished as follows:

Date of marriage ....

Place of marriage ....

Name of person officiating ....

Marriage certificate number ....

....
Signature

Forwarded:

....
Principal

....
Assistant Superintendent

....
Deputy Superintendent

Figure 7-11

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
WASHINGTON, D. C.

CHANGE OF ADDRESS AND/OR TELEPHONE NUMBER

Name ____
(List name exactly as it appears on payroll)

School ____

Title of
Position __________________________________

Check one:
() Perm.
() Prob.
() Temp.
() Temp.Indef.

New Street Address ________________________________

____
(City) (State) (Zip Code)

New Telephone Number ______________________________

Social Security Number ____________________________

Date ______________ ________________________________
(Signature of employee)

Please forward one copy to the Department of Personnel within three (3) days after change of address.

Figure 7-12

8. STAFF SCHEDULING

The matter of deployment of staff has been treated at length in the Midterm Report, Volume III, Organizing/Staffing Plan, pp. 2-34 to 2-51. The Staff Scheduling Procedures described here identify the administrative responsibility for the procedures, information requirements for their effective administration, and warning indicators should the system not be functioning as planned. In general, they provide the staff with the tools necessary to initiate staff scheduling, which will be an on-going process. It is impossible at this point to identify all procedures and alternatives since the exact nature of the staff and composition of the student body are not yet known.

8.1 Administrative Responsibility

The Staff Development Coordinator, with the aid of the Master Teacher, will have the responsibility of managing data and report production, supervising the operation of procedures, and assuming leadership in staff scheduling. In addition, the Staff Development Coordinator, Master Teacher, and Administrative Coordinator will conduct initial evaluations of the efficiency of staff scheduling, and will consult with whoever may seem appropriate regarding adjustments. Internal stage scheduling concerns can be discussed during the stage meetings.

In the first three months of operation, staff schedules should be duplicated by the Staff Development Coordinator and distributed to all staff and again on as regular a basis as the frequency of individual scheduling changes requires. After the first three months, modifications in preparing and sharing this information may be considered.

It will be the responsibility of the Stage Representative, reporting to the Staff Development Coordinator, to monitor daily scheduling during the early operations of the Fort Lincoln School to assure that adequate minimum coverage is provided and individual students are receiving appropriate adult assistance. Particularly important is the necessity to verify the assumption that adult absences will require virtually no substitutes because staffing provisions will provide a self-sealing system.

8.2 Information System

The key to successful staff scheduling is an information system which will allow for summary evaluations by verifying assumptions and indicating roadblocks to implementing plans. Actual scheduling procedures simply require decisions by personnel regarding their availability, publication of the availability schedules, and adherence to commitments.

8.2.1 Assumptions

Staff scheduling can begin during Phase I of the training program as soon as certain information is available regarding student enrollment and staff capabilities and availability. The actual staff schedules can be developed with little difficulty using the guidelines described on pp. 2-34 to 2-52 of the Midterm Report, Volume II, Organization/Staffing Plan unless the assumptions which have been made are grossly out of line with actual facts. If the assumptions prove to be incorrect, then adjustments must be made in staff and student assignment. Therefore, the first requirement for staff scheduling is to examine the following data relating to the assumptions:

- Listing of professional specialties by stage and salary level.

- Age distribution of students within stages.
- Percentage of students choosing to attend school on Monday through Friday or Tuesday through Saturday schedules, and those choosing to attend on Saturday for special purposes. This will permit actual student loading by day to be displayed.
- Hourly distribution of students, indicating the staff coverage required during any one day.
- Listing of staff vacation choices.
- Listing of expected volunteer service, by capability and dates and hours available.

8.2.2 Evaluation

The evaluation of staff scheduling efficiency will require information indicating the extent to which particular objectives of daily operation are being met. Some warning indicators which can be used for system evaluation will be obtained from reports generated on a weekly basis during the first six months of school operation. The reports will contain data on:

- Staff activities during 6 1/2 hour working period, showing particularly the time spent on: individual instruction, student planning conferences, individual professional planning, clerical tasks, study supervision, stage planning, in-service training, etc. can be gathered from the personnel records system, and a display of daily activities should be produced.
- Staff capabilities, according to subject areas. (See Midterm

Report, Volume II, Organization/Staffing Plan, p. 2-36.) Where specific capabilities are missing, compensatory approaches should be considered.

- Hourly ratio of students to professional personnel -- not to be lower than 20:1.

The warning indicators may suggest a need for re-evaluating staff deployment.

9. PROCUREMENT

The need to provide a streamlined procurement process for the Fort Lincoln Schools is based upon the slow turnaround time and less than adequate inventory control of the D. C. Schools' procurement system. In addition, the procurement process for the Fort Lincoln Schools cannot rely extensively upon the procedures of the D. C. Schools, since such an arrangement would add to the operating burdens of the parent system. Therefore, in this section a rather simple manual procurement system will be described which can be expanded and refined as the Fort Lincoln Schools begin operation.

9.1 Objectives

The system design described here will attempt to:

- Permit rapid acquisition of required materials;
- Permit purchase by personnel, including students, who are close to the level of use;
- Permit teachers to purchase materials using discretionary funds established for this purpose;
- Provide methods of inventory and financial control.

9.2 Responsibilities

The overall administration of the procurement process will be the responsibility of the Administrative Coordinator. Daily operations will be supervised by the Office Manager, with the assistance of his clerical staff and the central Resource Coordinator.

The central Resource Coordinator, with the assistance of paid community aides, will be responsible for the central inventory control. The Coordinator will also assist stage representatives in designing the methods for controlling inventory within stages.

Teachers will participate in the procurement process through the initiation of requisitions and purchase orders, the maintenance of related account books, and the supervision of the activities of students in Stages II and above who demonstrate the capability of generating their own purchase orders. Teachers and students may also be permitted to make direct purchases within the guidelines that are established during Phase I of the training program.

9.3 Procedures

9.3.1 Requisitions

Figure 9-1 shows the procedure to be used when a requisition for materials is initiated by a staff member. The requisition may originate as a periodic or annual requisition, or as a special request for an item needed during the year.

9.3.1.1 Periodic Requisitions

Periodic requisitions are those which usually occur on an annual basis and generally reflect program planning. The dates for submitting these requisitions will be determined by the Office Manager. He will examine requests for completeness and accuracy and will insert additional budget data when necessary. He will consult with the requestor concerning any changes necessary, and will inform him of the action taken on the requisition. Figure 9-2 depicts the procedures for handling a periodic requisition.

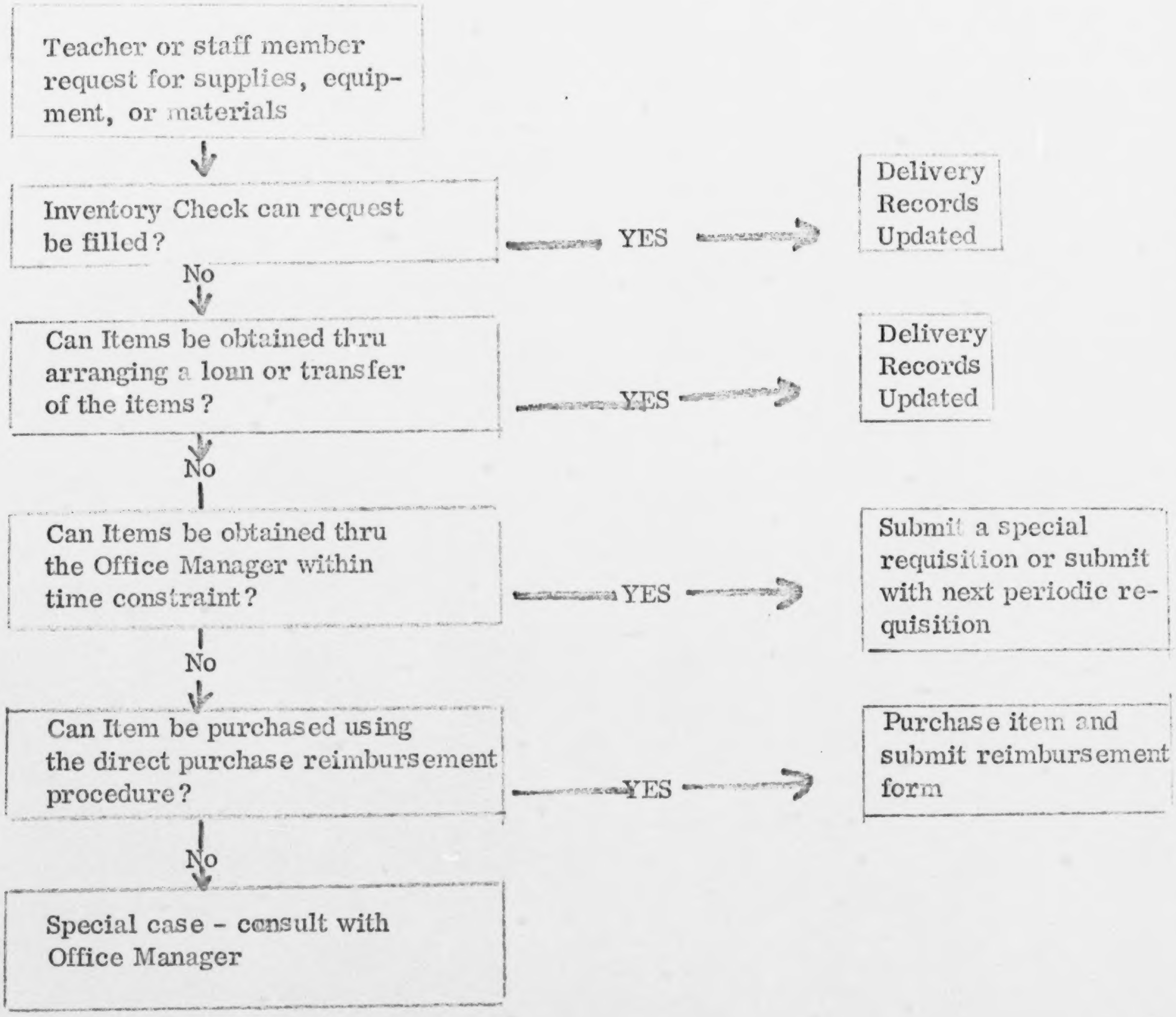

Teacher or staff member request for supplies, equipment, or materials
Inventory Check can request be filled?
YES
Delivery Records Updated
No
Can Items be obtained thru arranging a loan or transfer of the items?
YES
Delivery Records Updated
No
Can Items be obtained thru the Office Manager within time constraint?
YES
Submit a special requisition or submit with next periodic requisition
No
Can Item be purchased using the direct purchase reimbursement procedure?
YES
Purchase item and submit reimbursement form
No
Special case - consult with Office Manager

Figure 9-1 Request Initiated by Teacher or Staff Member

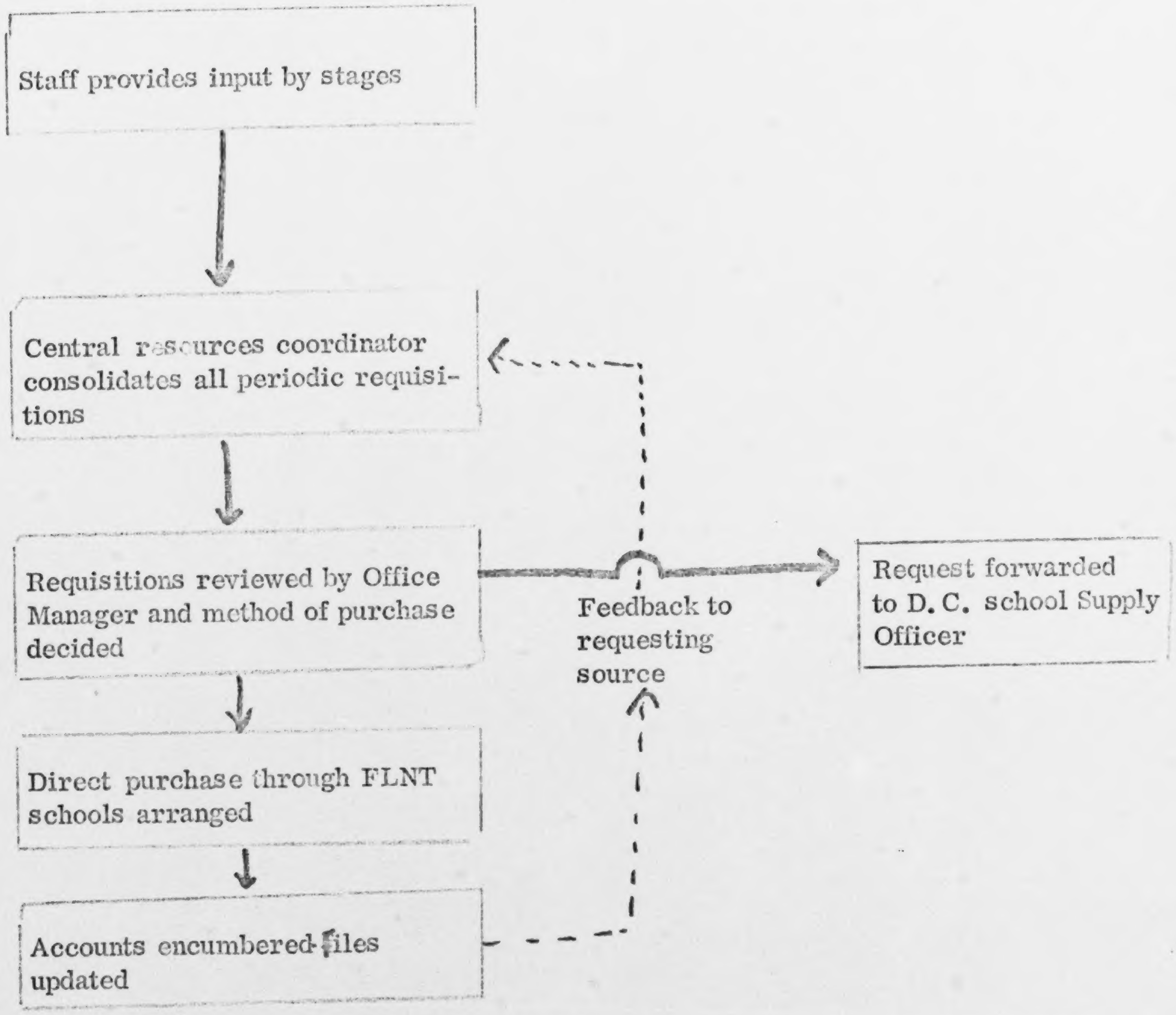

Staff provides input by stages
Central resources coordinator consolidates all periodic requisitions
Requisitions reviewed by Office Manager and method of purchase decided
Direct purchase through FLNT schools arranged
Accounts encumbered-files updated
Feedback to requesting source
Request forwarded to D. C. school Supply Officer

Figure 9-2 Periodic Requisitions

Figure 9-3 shows what happens to a periodic or special requisition when it is forwarded to the D. C. Schools.

9.3.1.2 Special Requisitions

Special requisitions will occur for several reasons, e.g., to purchase perishables or to meet unanticipated needs.

Special requests will be examined initially to determine the availability of requested items in the school inventory from records and visual identification. Availability implies that the item is contained in the inventory of the school and that the item is not reserved for a specific project or individual. The flow of a special requisition is depicted in Figure 9-4.

9.4 Requisition Forms

Requisition Form BR-1, Figure 9-5, is used for requesting items within the school from the central Resource Coordinator.

Form R-1, Figure 9-6, is used for requesting and authorizing the procurement of all supplies and equipment, either periodically or at special times. The last page of R-1 lists the requested item(s). Nomenclature and code data are contained in the Standard Schedule of Supplies of the D. C. School Catalog or the catalogs prepared for the Fort Lincoln School. Special requisitions will be accompanied by Form RJ-1, Figure 9-7, Special Requisition Justification.

Requisitions are submitted to the appropriate approving authority; a copy is retained by the central Resource Coordinator and the remaining copies are forwarded to the Office Manager. (The need for an approving authority between the originator and the Office Manager will be determined in Phase I of the training

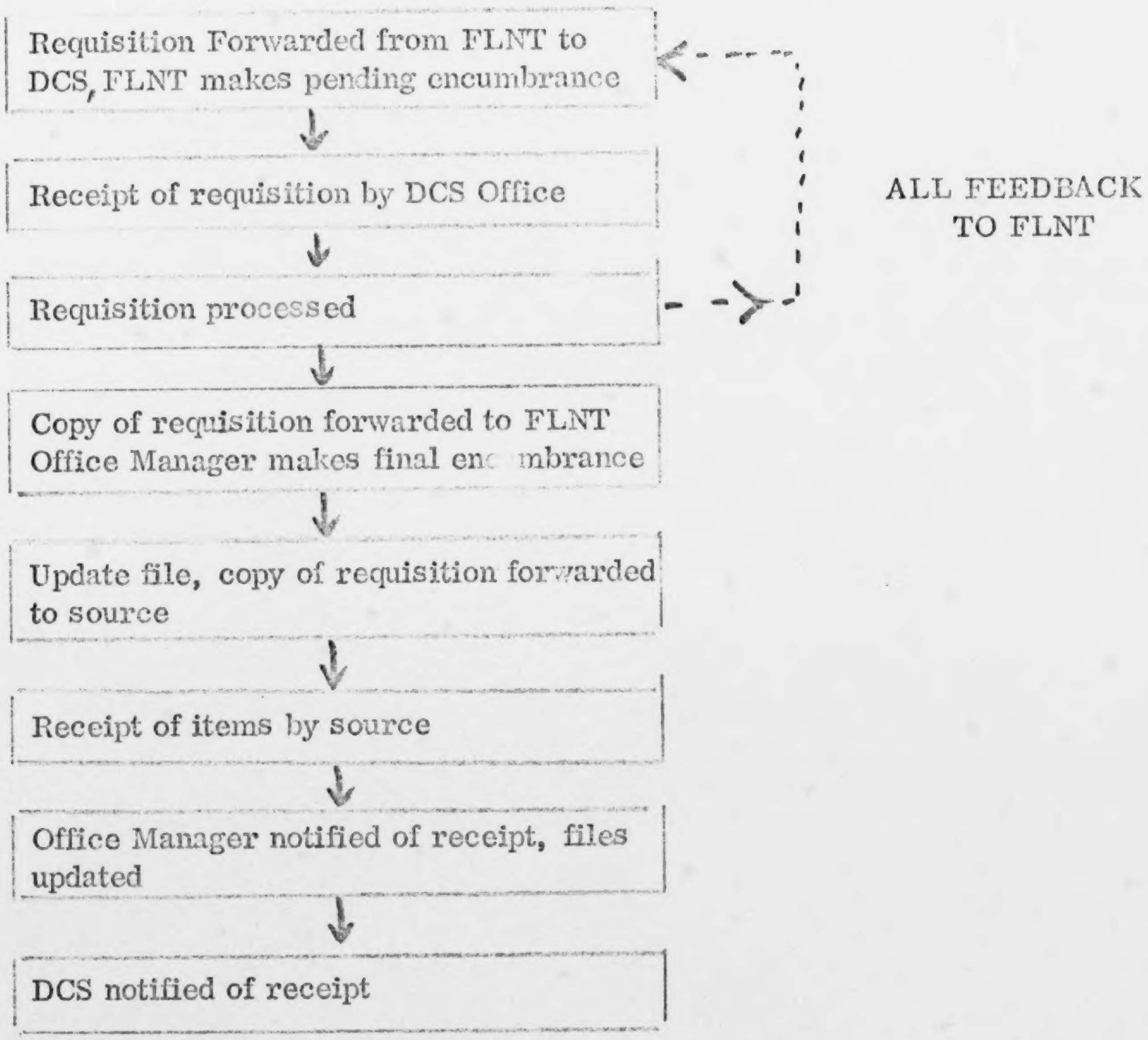

Requisition Forwarded from FLNT to DCS, FLNT makes pending encumbrance
Receipt of requisition by DCS Office
Requisition processed
Copy of requisition forwarded to FLNT Office Manager makes final encumbrance
Update file, copy of requisition forwarded to source
Receipt of items by source
Office Manager notified of receipt, files updated
DCS notified of receipt
ALL FEEDBACK TO FLNT

Figure 9-3 Requisitions Forwarded to D. C. Schools Supply Office

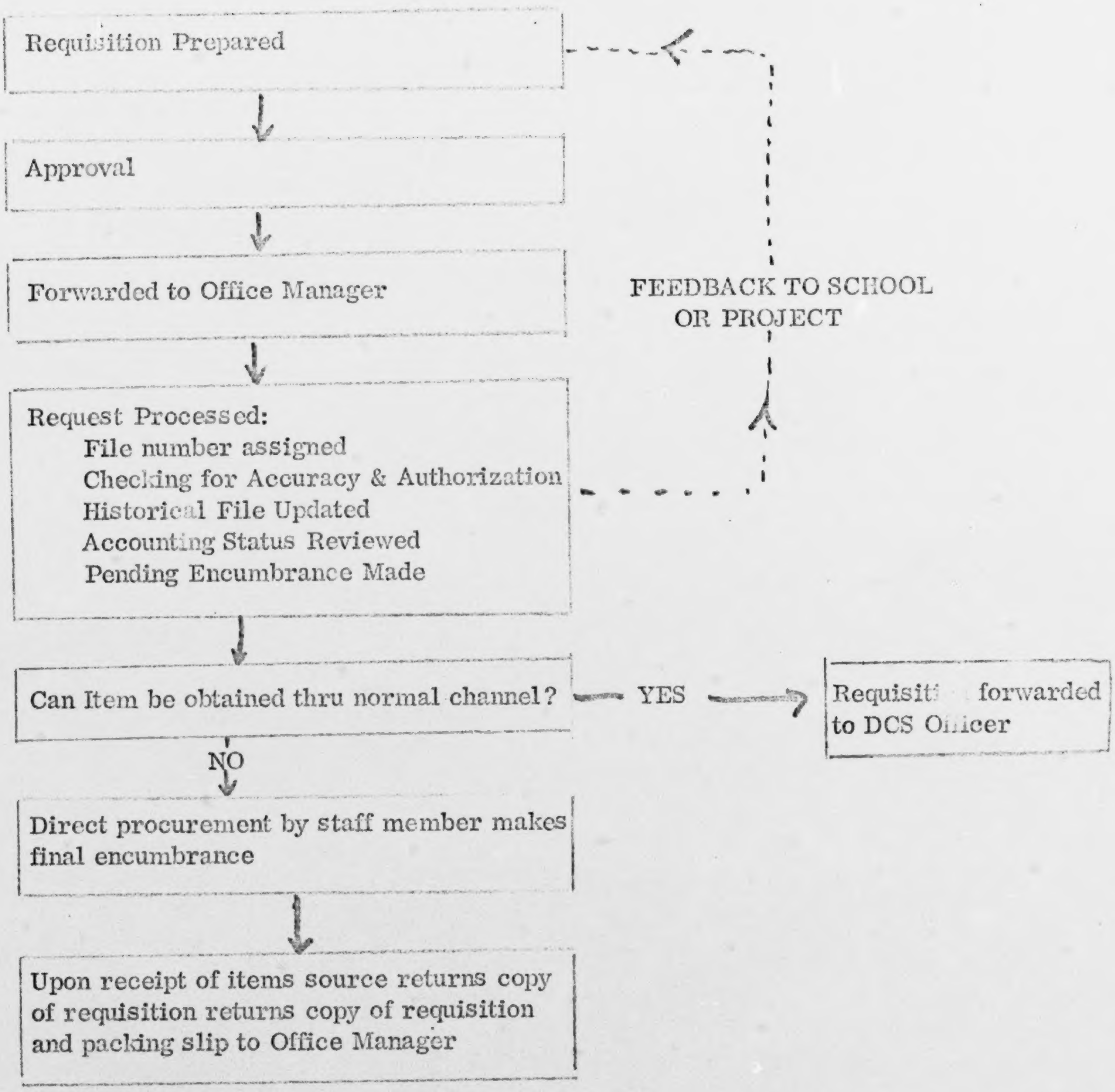

Requisition Prepared
Approval
Forwarded to Office Manager
FEEDBACK TO SCHOOL OR PROJECT
Request Processed:
File number assigned
Checking for Accuracy & Authorization
Historical File Updated
Accounting Status Reviewed
Pending Encumbrance Made
Can Item be obtained thru normal channel?
YES
Requisition forwarded to DCS Officer
NO
Direct procurement by staff member makes final encumbrance
Upon receipt of items source returns copy of requisition returns copy of requisition and packing slip to Office Manager

Figure 9-4 Special Requisition

REQUEST FOR SUPPLIES, EQUIPMENT, AND MATERIALS

____
(Date)

FORT LINCOLN NEW TOWN

NOTE: Submit in duplicate. Original will be returned upon delivery of item(s). If delivery cannot be made as requested, you will be notified by the store clerk.

Please deliver the following item(s) to ____________________ (Place) on

____________________.
(Date)

Requested by: ____________________
(Signature)

____
(Print Name)

Quantity	Item

Remarks:

Figure 9-5 Form BR-1

☐

Date Prepared

FORT LINCOLN NEW TOWN

SPECIAL PERIODIC

REQUISITION

This form to be used for ordering all supplies and equipment. Circle appropriate application.

Prepare in Triplicate. Note: Special Requisition must be accompanied by FLNT Form RJ-1 (Requisition Justification).

Retain one copy. Forward remaining copies to the Office Manager.

I HEREBY CERTIFY that the entries and computations on the following pages are correct.

____________________, 19___ ____________________

Authority

I HEREBY CERTIFY that the entries and computations on the following pages are correct, and the amount of materials ordered is within the allotment granted for appropriation.

____________________, 19___ ____________________

Office Manager

Figure 9-6 Form R-1

Form R-1 (continued)

Quantity	Unit	Nomenclature	Program	Object	Date Needed	Cost Per Unit	Total Cost

Form R-1 (continued)

FOR PERIODIC REQUISITIONS ONLY

Unencumbered Allotment for this Appropriation ______________________

Total of this requisition -------------------- ______________________

Amount Reserved for groceries, biological - specimens, flammable liquids, etc. ______________________

☐ Date

SPECIAL REQUISITION

JUSTIFICATION

-- The form will accompany special requisition --

Item number and nomenclature should be
shown with explanation of need.

Nomenclature	Reason for Need

Approved: ______________________
Authority

Figure 9-7. Form RJ-1

program.) The requisition is always completed by the originator of the request, even the student where appropriate.

9.5 Types of Procurement Methods

The following items are taken from the Department of Business Administration Operating Procedures Manual[6], and serve as useful guidelines to Fort Lincoln School personnel.

- Small Purchases - This method is used for open market purchases where the total cost per item is less than $100. This type purchase is limited to the metropolitan area and delivery is usually possible at the time of purchase or shortly thereafter.
- Single Letter Quotation - This procedure is used for open market purchases from a single vendor of items whose total cost is less than $500. Processing of the requisition and quotation requires approximately 15 days and delivery time will be established by the vendor to whom the award for purchase is made.
- Three Letter Quotation - This method is used for open market purchases and is addressed to at least three (3) vendors for items whose total cost is between $500 and $2,500. The processing time is approximately 20 days. Delivery time is dependent upon the response time offered by the lowest successful

---

[6] Operating Procedures Manual, Department of Business Administration, September, 1969.

bidder. Generally, this requirement is part of the request for quotation.

- Bid Invitations - This procedure is used for making open market purchases where total costs of similar items exceed $2,500. Although individual items may cost as little as $5, an accumulation of like items may require the bid process. Bids are prepared by the Supply Management Section, forwarded to the D. C. Purchasing Officer for approval and subsequent distribution to all bidders on the D. C. Procurement list. This method of procurement usually requires approximately 90 days from the preparation of the bid to the delivery of the goods purchased.
- Federal Contracts - These are contracts negotiated by the General Services Administration and used where items desired by the school system are available. Items purchased are obtained from local dealers if possible. The processing through delivery time is approximately 90 days. There are no limitations on the use of Federal contracts.
- General Services Administration Contracts - These are contracts of general items maintained in GSA stock warehouses. This method of procurement is used when items are available from warehouses in which the school system is interested. There are no limitations on the use of these contracts. The processing through delivery time of any requisition is approximately 30 days.

9.6 Inventory Control

The central Resource Coordinator will be responsible for maintaining an inventory of supplies, equipment, and materials for the First Facility.

The Supply Inventory Card (see Figure 9-8) will be used to record the transactions described below. Each transaction will be recorded on a separate line.

- The date of the transaction will be recorded in Column A.
- Receipt of supplies
  - The receipt of supplies will be recorded by entering the quantity received in Column B.
  - The school file number of the requisition used to request the supplies will be recorded in Column F, under Remarks.
- Physical Inventory
  - Column C will be used to record quantity data resulting from physical inventories. Physical inventories will be required in the following situations.
    - During the second month of each school year, all items must be inventoried.
    - Following theft, vandalism, and/or damage, all items will be inventoried.
  - Column D will be used to record data which will indicate the quantity disbursed or disposed of during the period following the previous physical inventory. The number to be recorded will be calculated as follows: add all entries in Column B that have been recorded subsequent to the previous inventory to the previous amount on-hand (recorded as a result of the previous inventory). From this total, subtract the on-hand quantity as determined by the current physical inventory. Record the results in Column D.
  - Column F will be used to record the purpose of each physical inventory.

Code:

Nomenclature:

Date A	Received B	On-Hand C	Disbursed D	On-Order E	Remarks F

Figure 9-8 Supply Inventory Card

- Ordering Supplies
  - The quantity ordered will be recorded in Column E.
  - Column F will be used to record the school file number of the requisition.

A perpetual inventory of equipment will be maintained. An illustration of an Equipment Property Card is provided (Figure 9-9). A separate card will be filled out for each piece of equipment in the school and the cards will be filed alphabetically. An Equipment Inventory Card (Figure 9-10) will be placed in front of each group of property cards which relates to the same type of equipment. For example, if a school has 20 sewing machines, there would be a group of 20 property cards for this type of equipment. In front of this group of cards would be an Equipment Inventory Card that will be a different color than the property card so that it can be located easily. The Equipment Inventory Card is similar to the Supply Inventory Card. The code and nomenclature of the equipment are contained in the heading. More specific identifying data will be contained on the property cards. Each transaction will be recorded on a separate line and the date of the transaction will be indicated in the first column. The Equipment Inventory Card is not intended as a control card; therefore, location or assignment will not be indicated on the card and there is no need for disbursement data. The number of borrowed items in the school will be noted in Column C, and the number of items on-loan will be recorded in Column F. Appropriate remarks will be entered in Column J. Column G will be used to note equipment which is on-hand but is not usable. Column H will be used to indicate the number of items not in use. This number will not include those items which are unusable or on-loan. Column I will

____

________________________________ (Type Only)

CODE: ________________________________

NOMENCLATURE: ________________________________

____

NAME OF BUILDING: ________________________________

DATE OF RECEIPT: ________________ P.O. NUMBER ____________

____

MAKE AND/OR MANUFACTURER: ____________ VENDOR: ____________

____

SERIAL NO.: ____________ MODEL NO.: __________ MOTOR NO.: ________

SIZE OR DIMMENSION: ______________ MATERIAL and/or COLOR: ________

____

________________________________ (Use Pencil Only)

LOCATION: ________________________________

________________________ CONDITION: ________________

REMARKS: ________________________________

____

____

Figure 9-9 Equipment Property Card

Code:

Nomenclature:

Date A	Received B	Borrowed C	On-Hand D	On-Order E	On-Loan F	Not Usable G	Not in Use H	Adjustment I	Remarks J

Figure 9-10. Equipment Inventory Card

be used to indicate adjustments resulting from theft, vandalism, transfer, or the retiring of equipment.

The central Resource Coordinator will be responsible for the following:

- Receipt and disbursement of supplies, equipment, and materials. The original requisition should be checked to determine whether an item has been ordered for a specific purpose; any necessary comments to this effect should be noted on the inventory record.
- Assisting the Office Manager with the initial preparation of inventory records.
- Adding new records as new items are added to the inventory of the School. Copies of the inventory file will be submitted periodically to the Office Manager.
- Aiding staff in the preparation of periodic and special requisitions. A copy of each request originating in the school should be filed. This copy will be used to "follow up" requests and check incoming supplies, equipment, and materials.
- Determining the availability of items requested by staff in the inventory of the school from the inventory records and visual identification. If the item is available and is not reserved or authorized for limited distribution by the principal or project leader, the inventory record will be updated and delivery will be made.

9.7 Standard Materials Lists

Beginning with the recommended list of supplies and equipment provided in the Educational Plan, a series of standard materials lists should be prepared in which the experiences of Fort Lincoln School personnel and personnel of the D. C. Schools should be utilized. The lists would effect economy through bulk ordering, standardize materials, and facilitate ordering.

The compilation of these lists should begin after school opens, be updated annually, and constantly evaluated and revised. They should include the following entries, among others, grouping items with similarities:

- Item description
- Catalog reference
- Units available
- Unit price
- Units desired
- Totals

9.8 Implementation

In order for the system described here to work effectively, the following steps must be completed:

- These procedures and forms must be reviewed and refined by D. C. schools, Special Projects, and GLC personnel on a team basis.
- Form design must be completed and forms reproduced.

- Preservice training for all staff members in carrying out procedures must be completed.
- Procedures must be established for the expenditure of discretionary and controlled funds by teachers and students.
- Guidelines for the control of equipment taken home by students and teachers must be established.
- The utility of the requisition as a basis for a purchase order must be examined and modified where necessary.
- Procedures for the direct expenditure and reimbursement of cash must be established.

10. ACCOUNTING SYSTEM

This section describes a fiscal accounting system which will provide the Fort Lincoln School with a useful tool for managing educational programs. An accounting system is necessary to monitor activities and to relate costs to educational performance measures. Long-range planning depends upon knowing the relationship of efforts to achievement. The ability of Fort Lincoln personnel to evaluate their efforts and to use this evaluation as a springboard for long-range planning should increase their flexibility and strengthen the foundation of the operation.

10.1 Purpose

An appropriate accounting system should show allotments, obligations, and expenditures in ways which will be useful for a variety of control and management purposes. For example, it is necessary to develop financial status reports for the basic purpose of control, both for Fort Lincoln and the D. C. Schools. That is, once allotments have been established, procedures must be established to make certain that funds are being spent for the purposes intended, when these purposes have been specified. It may also be desirable to make comparisons between the resources allocated to different programs. When an administrative system is operating adequately, it would be reasonable to expect that a comparison of costs allocated to different programs over a period of time could be produced. A decision about the redirection of efforts among stages, or functions, as an example, requires knowledge of the past resources expended for these programs in relation to the number of students affected by each program.

The financial accounting system is designed to provide the Fort Lincoln staff with comprehensive information for control of expenditures and for educational decision making. The system should permit an analysis of the relationship between stated objectives of the school and the resources which have been allocated for the attainment of the objectives.

Specifically, the accounting system is designed to provide periodic status reports of allotments, obligations, and expenditures for the total Fort Lincoln operation and individual programs. (See Section 11.)

10.2 Accounting Structure

The FY '70 budget for the D. C. Schools included a discussion of the possibility of building a Program-Planning-Budgeting system into the budget operation. It is hoped that aspects of the accounting system developed here will support a PPB system. It should be emphasized that data organized using the PPB system can serve the educational decision-maker in planning. A PPB system is a tool which can be used to make more informed and intelligent decisions about the future. Its usefulness depends upon appropriate organization of program data.

The current conventional practice in public schools is to use the Federal Accounting System to prepare budgets and related accounting systems by activity and object as it is currently done in the D. C. Schools. The information generated is appropriate for control purposes, for observation of trends, and for some broad types of evaluation such as the adequacy of provisions for building maintenance over a period of time. Generally, program reporting has not been developed. However, proper application of the Federal Accounting System can provide cost data about specific curriculum programs.

Currently, the public school administrator uses a simplified fiscal accounting model (see Figure 10-1) to examine fiscal activities, e.g., to compare funds budgeted and spent for administration (total row A) to funds budgeted and spent for instruction (total row B). He may compare expenditures for instructional supplies (face B-II) and instructional equipment (face B-III), or salaries for administration (face A-I) and salaries for instruction (face B-I).

The combinations of information which can be obtained are limited only by the classification scheme which is devised for the codes. Therefore, it is necessary to assign codes as the budget is being prepared. This can be facilitated if the school administrator and his staff specify in advance the information they wish to obtain.

The addition of program codes will permit comparisons of expenditures for efforts such as:

- Total General Administration (entire slice a) and total Staff Development (entire slice d)
- Total instructional cost for Stage II (slice c of entire row B) and total instructional cost for stage I (slice b of entire row B)

The newly modified D. C. Charter of Accounts will be used as the framework for activity and object accounting. Whether the activity and object classifications are adequate for program accounting can be decided after the system is used for a period of time. One of the objectives of this proposal is to develop an understanding of the purposes of an accounting system and the powerful tool it can provide management.

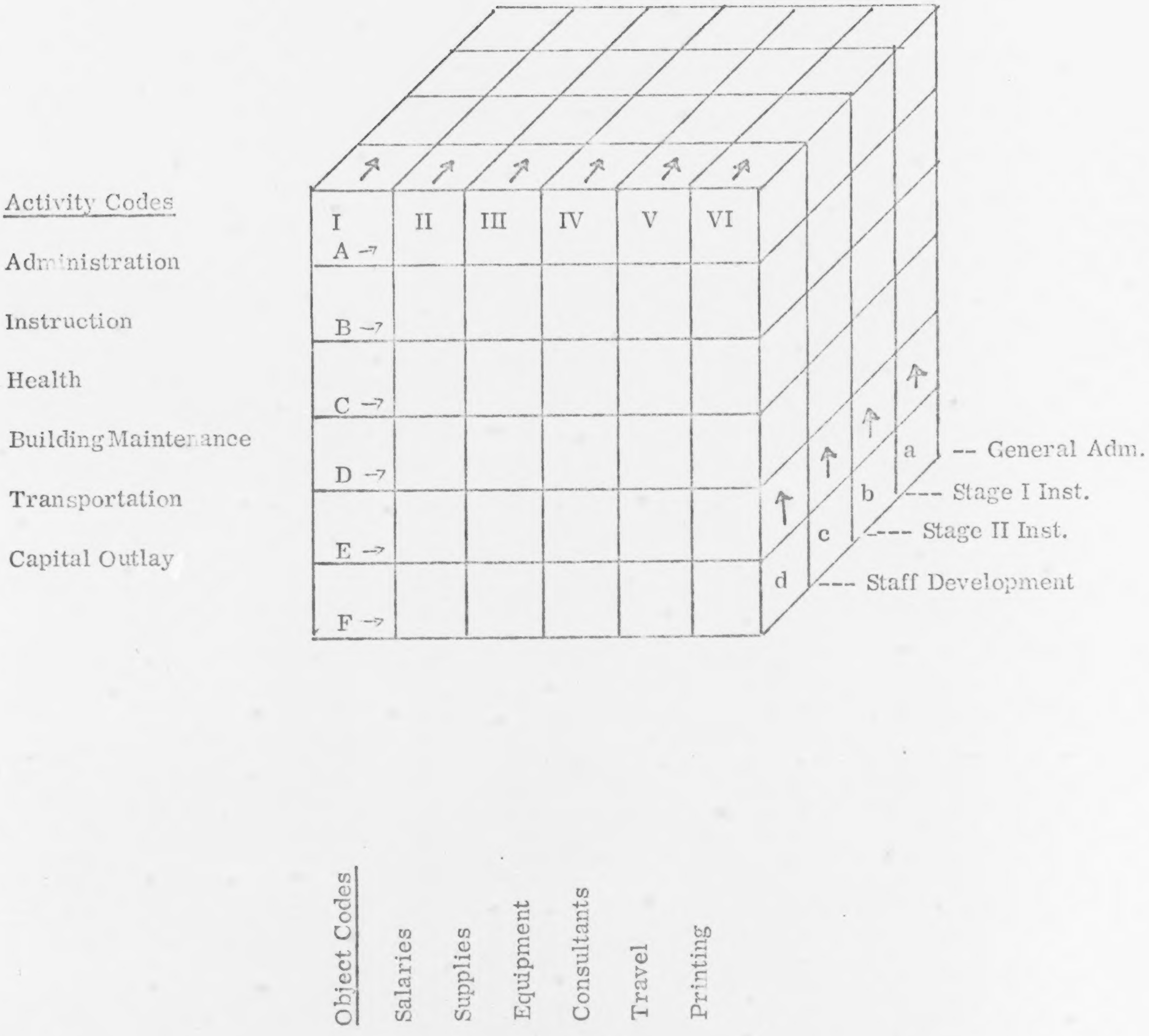

Activity Codes
Administration
Instruction
Health
Building Maintenance
Transportation
Capital Outlay
I
II
III
IV
V
VI
A
B
C
D
E
F
a
b
c
d
-- General Adm.
--- Stage I Inst.
---- Stage II Inst.
--- Staff Development
Object Codes
Salaries
Supplies
Equipment
Consultants
Travel
Printing

Figure 10-1 · Fiscal Accounting Model

10.3 System Inputs

The sources of input to the accounting system will be the control allotments received from the D. C. Schools, the requisition (in some cases the purchase order) which has gone through the procurement process, and the invoice which is forwarded through the procurement system. For personnel transactions, the source of input will be a card containing all pertinent information about each staff member.

10.4 Procurement

The information flow from procurement to Fort Lincoln School accounting is based upon the assumption that the D. C. Schools' central office will continue to disburse funds for the Fort Lincoln School.

The Fort Lincoln School staff must be certain that accurate and comprehensive information regarding requisitions is entered into its accounting system. Therefore, when the D. C. Supply Officer has reviewed all Fort Lincoln requests which flow from the Office Manager, and feeds back data pertaining to the disposition of these requests, the Office Manager must provide Fort Lincoln personnel with appropriate information for account encumbrances. This requires that the information flowing between the central office of the D. C. Schools and the Fort Lincoln office accurately reflects the final disposition of requests with all the appropriate coding.

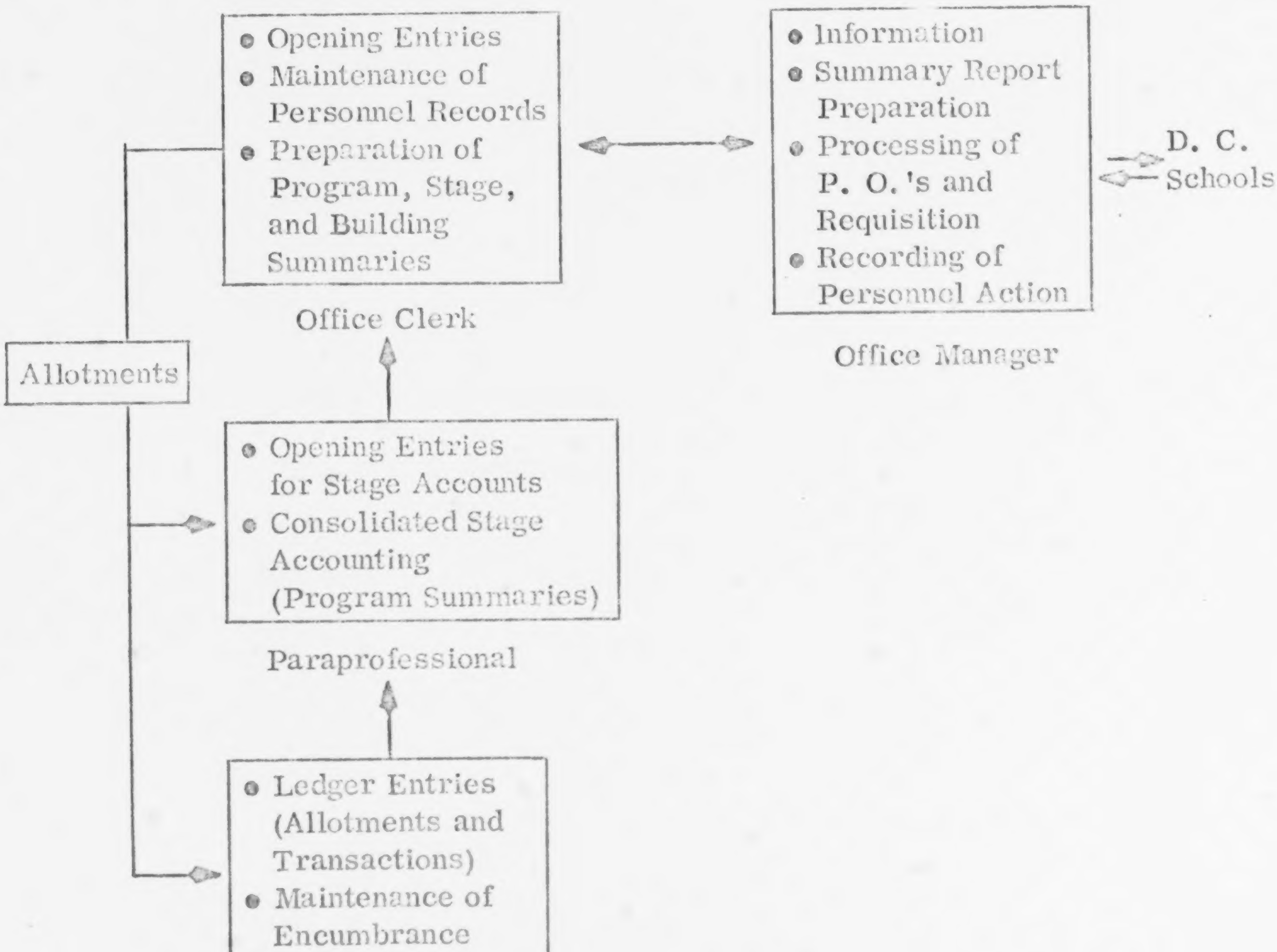
Figure 10-2 is a sample flow chart displaying the flow of forms for recording financial transactions of purchases made through the D. C. Schools.

For FY '71, the Fort Lincoln School staff should maintain a manual accounting system which should be developed into an automated system after its

PERSON/FUNCTION FLOW CHART

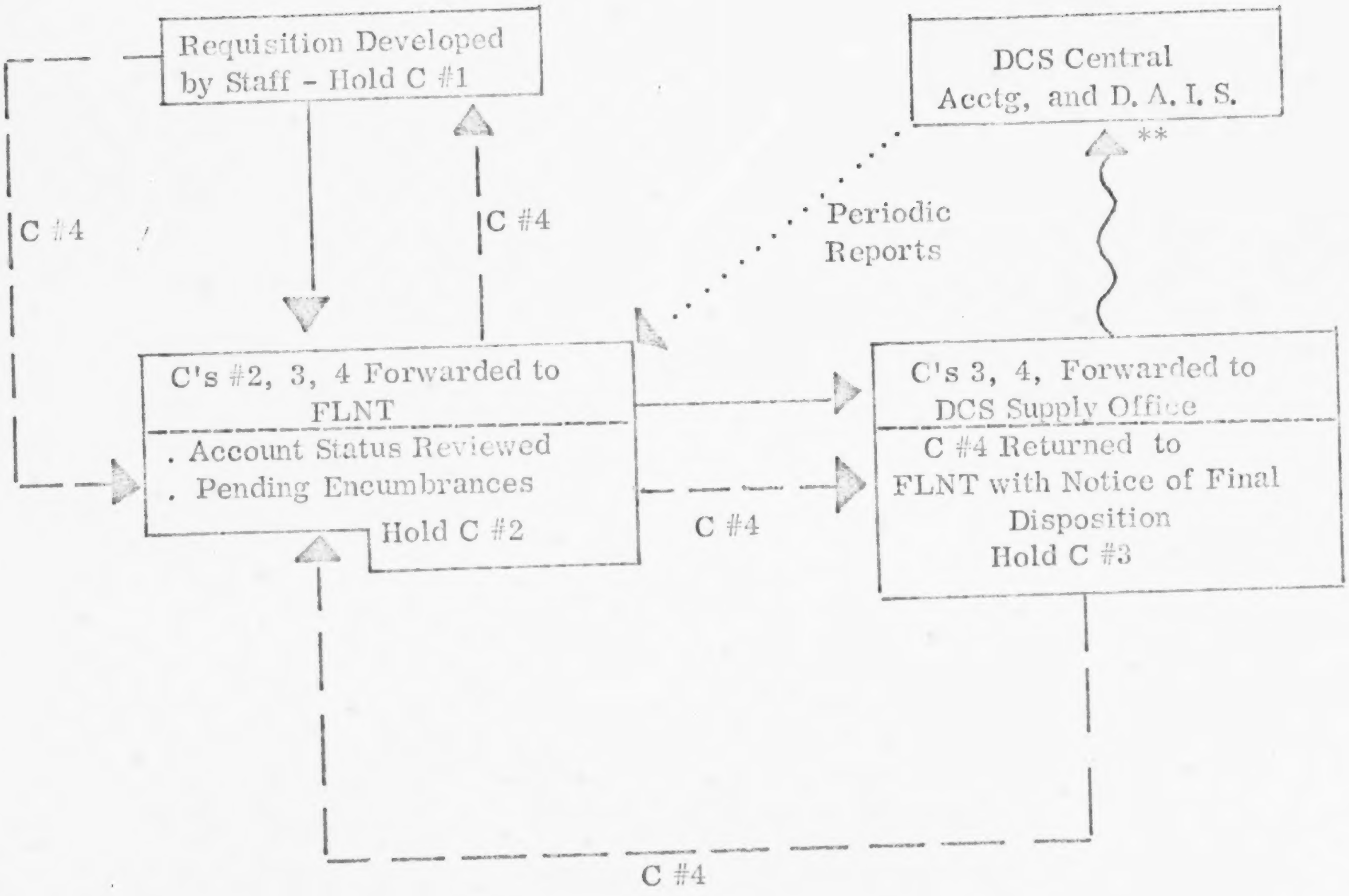
Complements flow charts displayed in discussion of Procurement Process.

Overall Responsibility: Administrative Coordinator



Opening Entries
Maintenance of Personnel Records
Preparation of Program, Stage, and Building Summaries
Office Clerk
Information
Summary Report Preparation
Processing of P. O.'s and Requisition
Recording of Personnel Action
Office Manager
D. C.
Schools
Allotments
Opening Entries for Stage Accounts
Consolidated Stage Accounting (Program Summaries)
Paraprofessional
Ledger Entries (Allotments and Transactions)
Maintenance of Encumbrance Journal
Staff and Students

Figure 10-3


Requisition Developed by Staff - Hold C #1
DCS Central Acctg, and D. A. I. S.
**
C #4
C #4
Periodic Reports
C's #2, 3, 4 Forwarded to FLNT
. Account Status Reviewed
. Pending Encumbrances
Hold C #2
C's 3, 4, Forwarded to DCS Supply Office
C #4 Returned to FLNT with Notice of Final Disposition
Hold C #3
C #4
C #4

*C #4 may replace the "floater" copy currently used by the D. C. schools' Central Office when purchased goods are sent directly to the requesting source.

**This flow should be designed for the needs of the D. C. schools' Central Office in recording transactions in the central accounting system.

Figure 10-2 Requisition Flow - For Purchases Through D. C. Offices

efficiency and utility have been established. Detailed records will be maintained at the stage level, with entries made by various staff members. The principal responsibility of the central administration will be for consolidating and centralizing records.

The design of procedures will require inputs from all levels in the system. Teachers will be expected to account for all their fiscal transactions, and to make purchases using discretionary funds. In addition, students will be allowed to execute and keep track of some financial activities, such as the purchasing of and accounting for supply items. Initial recording and control of all transactions will be kept at the level of their execution.

Maintenance of an accounting system as described will result in displays of information available on a periodic and demand basis for control and monitoring purposes. The format will be useful for program accounting within Fort Lincoln and will also be compatible with D. C. School requirements.

10.5 Responsibilities

The overall administration of the accounting system for the Fort Lincoln School is the responsibility of the Administrative Coordinator. The daily operations will be managed by the Office Manager, who will delegate responsibility for maintaining records to one of the clerks in the central office. Stage level accounting will be done by a paraprofessional designated by the stage representative. The principal responsibility of this paraprofessional will be to supervise the accounting entries made by students and staff, and to collate all data relating to stage level accounting. The stage representative will be responsible for submitting required periodic and special reports to the Office Manager. A broad description of responsibilities is displayed in Figure 10-3.

There are two principal sources of entry into the account books: annual transactions regarding personnel and materials, which will be the immediate responsibility of the Office Manager; and the daily transaction, which will be the responsibility of paraprofessionals and the stage representative.

10.6 Document Coding

All financial transactions must be recorded in such a way as to be useful to the accounting system. Proper coding must be shown on all requisitions, travel requests, direct payment invoice, or any other documents requiring funds.

The current coding system for the D. C. Schools, derived from the D. C. Charter of Accounts, provides a rather complex system of numerical coding for transactions. Beginning in FY '70, the system will provide information related to specific programs.

Complexity of coding does not automatically provide for information useful to program analysis nor does it preclude useful program accounting. However, the complexity cannot be removed if the system proposed for the Fort Lincoln Schools is to be compatible with the requirements of the D. C. Schools and Government. The components of the system proposed for the D. C. Schools, for FY '70, and which will be used in the Fort Lincoln Schools, are as follows:

1	2	3	4	5 6 7 8	9 10 11	12 13 14	15	16	17	18
0	0	0	0	0 0 0 0	0 0 0	0 0 0	0	0	0	0
Agency		Fiscal Year		Funds	Allotment	Activity	Object		Sub-Object	

- The first two digits refer to the agency processing the document, and 10 is used for the public schools.

- For fiscal year coding, the last two digits of the normal year designation are used.
- Digits 5 - 8 are used to designate the source of funding, and 9011 will be used for all Fort Lincoln School purposes to indicate that the funds are administered through the D. C. Schools. In this way, Fort Lincoln School costs can be separated from the costs of the rest of the D. C. system, while using the same basic accounting codes as that system.
- Digits 9 - 11, the allotment code, indicate the primary control established or the program code, and the source of funding. For example, the following digits in the 9 - 11 position would have the following meanings:

8 01 Administrative Services, District Funds
Adm. Ser. Dist. Appropriation

5 01 Boy's Junior-Senior High School
Spec. Ed. Dist. Appropriation

8 11 Buildings and Grounds, Dept. Office Impact Aid
Adm. Ser. Impact Aid

The allotment code is presented in detail at the end of this section.

- Digits 12 - 14 are used to designate the program category to which the transaction should be charged. For example, the following are some actual examples:

03E	Pre-kindergarten
04A	Morgan Community School
13B	Project Read-Secondary
16A	Capitol Page School

It is apparent that the immediate difference in codes for elementary and secondary schools is the first digit. In this case 0 is always used as the first digit in the program category code to designate elementary schools, while 1 is always used as the first digit to designate secondary schools.

The program category codes are listed in detail at the conclusion of this section.

10.7 Procedures

10.7.1 Ledger Production

The first procedure in establishing appropriate records is to set up the account ledgers according to program. Several steps are required.

- Opening entries must be made to identify source of funds and program allocations (Form A-1, Figure 10-4). The information is transferred from the coded allotments received from the D. C. central office. (See Midterm Report, Volume III, Funding Plan, p. 6-6.)
- Development of a separate folder for each program, containing the following:
  - Program description taken from control allotments to show all appropriations (Form A-2, Figure 10-5).

Form A-1

FORT LINCOLN NEW TOWN
Opening Entries
F.Y. 1971

Date	Account Description	Amount	
7/1/70	Direct Funding - D.C. Schools (assume)	$1,025,180	
	• General Administration		$127,490
	• Instruction		
	• Stage I		$163,850
	• Stage II		$199,260
	• Stage III & IV		$239,820
	• Staff Development		$ 32,490
	• Community		$262,270
		$1,025,180	$1. 025,180

Figure 10-4

Form A-2

FORT LINCOLN NEW TOWN
Program Description
F.Y. 19___

Program Title: General Administration

Total Allotment ______________

Category	Allotted	Activity	Object
PERSONNEL	$ 62,520	04C	11-11*
OFFICE EQUIPMENT	$ 3,600	04C	31, 32*
OFFICE SUPPLIES & MATERIALS	$ 800	04C	26-88
COMMUNICATIONS, PRINTING, FACILITIES	$ 3,250	04C	24-51
TRAVEL	$ 1,660	04C	21-13
CONSULTANTS & CONTRACTS	$ 40,000	04C	25-31
OPERATIONS AND MAINTENANCE	$15,860	04C	26-11
TOTALS	$127,490		

* to be broken down into further object, sub-object

Figure 10-5

- Encumbrance journal containing entries taken from the requisition, purchase order, and personnel back-up sheets; entries are made within each program in chronological order by vendor (Form A-3, Figure 10-6).
- Account ledger sheets within each program to show allotments by activity and main object (Form A-4, Figure 10-7).

Figures 10-4 to 10-8 are sample forms and procedures in which it is assumed that the following transactions were developed by the Fort Lincoln School office for the General Administration of the facility.

P.O. #3924, dated 10/04/70; Order placed with I. J. Hammett for:

1 Desk Calculator for Administration	@$770.00
12 Cartons Duplicating Paper for Admin.	@$ 30.00
1 Duplicating Machine for Administration	@$430.00

Form A-3

FORT LINCOLN NEW TOWN
Encumbrance Journal
F.Y. 1971

Program Title: General Administration

Date	Document	No.	Vendor/ Payee	Item	Activity	Obj.	Enc.	Date	Pay't	Date
Sept.										
Oct.	Purchase Order	3924	I. J. Hammet	Desk Calculator	04C	31	770	10/4	693	10/20
				Duplicator Paper	04C	26	30	10/4	30	10/20
				Duplicator Machine	04C	31	430	10/4	390	10/20

Figure 10-6

Form A-4

FORT LINCOLN NEW TOWN
Account Ledger
F. Y. 1971

Program Title ______________________

Budget Code (Main Object) 26*

Activity 04C

Allotment $800

Source Document	Number	Object	Encumbrance	Unencumbered Balance	Expenditure	Cash Balance
Purchase Order	3924	26-88	$30	$770	$30	$770

*Charges to sub-objects will be shown within the ledger

Figure 10-7

Form A-4

FORT LINCOLN NEW TOWN
Fixed Costs
F. Y. 1971

Program Title General Administration

Activity 04C

The following are constant figures. This account is for information only and will remain inactive.

Budget Code		Description of Account	Money Allocated
12		Personnel Benefits	
	11	Insurance (Group Life)	
	12	Health Benefits	
	13	Civil Service Retirement Contribution	
	15	Ritirement Contribution F. I. C. A	

Figure 10-8

10.7.2 Ledger Production for Personnel

Actions on recommendations regarding personnel result in Board Orders forwarded to Fort Lincoln School staff from the D. C. Board of Education. The Board Order is a standard form (see Figure 7-1) which presents the following information:

- Name of Appointee
- Classification (GAS or TSA)
- Specific Assignment (Program)
- Grade Level
- Location
- Salary
- Social Security Number
- Account Code (added for Fort Lincoln Schools)

If new assignments are made during the year, or if existing assignments are modified, notations are made on a file card provided for each Board Order. In this way information on total staff is updated continually. The individual file cards are maintained within Fort Lincoln School records according to particular programs. These cards provide all the information necessary to account for these personnel. The one shortcoming of the current D. C. System is that the data from the file cards are not organized to feed into an accounting system.

The only requirement for the production of periodic reports is to enter the data from individual cards onto personnel back-up sheets for each program. Preparing a single sheet for each object-sub-object classification by individual program will provide the inputs to be entered into the account ledgers. This consolidated information could also be used for the production of other types of reports. A sample of the personnel ledger is shown (Form S-1, Figure 10-9). A personnel back-up sheet is also presented (Form S-2, Figure 10-10).

The bulk of entries will be made before the start of the school year. Each position will be listed separately, and the ledger will be updated as Board Orders are required. The monthly entries to the program activity object sheet (PR-3, Figure 10-11) will be the sum total of the columns on the individual personnel ledgers. All entries will be for yearly contracted salaries (or fractions negotiated).

For the purpose of balancing all program totals, an account will also be kept for personnel benefits. However, the entries will be made on a yearly basis, since for the purpose of reporting, these figures will remain constant. This form will serve as the account ledger for personnel benefits, and is shown along with the other account ledger sample (Form A-4, Figure 10-8).

10.8 System Outputs

10.8.1 Periodic Reports

Samples of some periodic reports are presented. Although a sample of a consolidated report at the building level has not been shown, building reports can be produced by summing all activity and object transactions for each building across all programs, provided the appropriate building codes are entered into the account ledgers. The actual procedure does not differ from the steps required to produce individual program reports by activity and object.

10.8.2 Procedures

The reports are produced in reverse order from the sequence in which the forms are presented in this report. The individual summary reports for

Form S-1

FORT LINCOLN NEW TOWN
Personnel Ledger
F. Y. 1971

Program Title ______________________

Allotment ______________________

Position Class.	Number Allotted	Allotted Salary	Grade Level	Change Order + or -	Date	Adjusted Allotments		Salary Class + step	Contracted Salary	Unencumbered Balance
						Number	Salary			

Figure 10-9

Form S-2

FORT LINCOLN NEW TOWN
Personnel "Back-UP" Sheets
F. T. 1971

Program Title ______________________

Allotment ______________________

#	Position Grade — Title	Position Number	Grade Level	Allotted Salary	Name of Teacher/ Staff Hired	Salary Class & Step	Date Hired	Salary Paid

Figure 10-10

Form PR-3

FORT LINCOLN NEW TOWN
Monthly Program Report

Program Title General Administration

Month (Year) Ending January 31, 1971

Total Allotment $127,490

Object	Description	Allotment	Encumbered	Unencumbered Balance	Expenditure	Cash Balance
11-11	Personnel	62,520				
	-					
	-					
	-					
26-88	Office Supplies and Materials	800				
	-					
	-					
	-					
21-13	Travel	1,660				

Figure 10-11

each program are first compiled for each program by object codes (Figure 10-11). The necessary consolidations then can be developed easily.

The data for the production of the reports come from the account ledger for each program.

Allotments, encumbrances, and expenditures are recorded in the account ledgers for a single activity and a single main object within each program (see Figure 10-7). The totals of each of these entries will be transferred to an individual Program Report Summary (Figure 10-11) on a monthly basis.

This form will be updated and distributed each month, showing year-to-date totals taken from the account ledgers. After the first month's activities are recorded, the transactions for each month thereafter will be added to the year-to-date totals.

The production of the report for total Fort Lincoln School control can be developed by consolidating the reports described previously. After all of the individual program reports are prepared, a consolidated report is then prepared for all programs by summing the like object, sub-object figures.

The production of the summary report for all programs (see Form PR-1, Figure 10-12) is achieved by adding all the totals on the bottom row for each program as presented in Figure 10-11. The summary report will be prepared each month showing the year-to-date totals.

The monthly reports, excluding the individual account ledgers, should be duplicated for distribution to all Fort Lincoln administrators and stage representative the accounting office of the D. C. Schools, and the budget office of the D. C. Schools.

Form PR-1

FORT LINCOLN NEW TOWN
Monthly Report
All FLNT Programs

Month (Year) Ending ____________________

Program Title	Allotment	Encumbered	Unencumbered Balance	Expenditure	Cash Balance
General Administration	127,490	105,000	22,490	101,000	26,490
-					
-					
-					
Instructional Stage 2	199,260	180,000	19,260	170,000	29,260
-					
-					
TOTALS	326,750	285,000	41,750	271,000	55,750

Figure 10-12

10.9 Implementation

Before the accounting system described here can be realized in the Fort Lincoln School operations, several steps must be completed:

- All forms and procedures must be reviewed and refined by the Special Projects Division in conjunction with D. C. Schools' personnel and General Learning Corporation.
- Forms and procedures must receive a final review and refinement in Phase I of the training program. (This might be updated by review by the Office Manager and Administrative Coordinator prior to the beginning of the training program.)
- Forms must be reproduced by the opening of school.

10.10 Additional Information

Additional information and forms required by the D. C. Schools are presented to provide broader knowledge of total D. C. School System operations. These are:

- Administrative Control of Appropriations and Allotments -- Budget Memo 69-7.
- Procedures on control of school funds (3400 series of D. C. Schools Department of Business Administration Procedures Manual).
- Report of School Funds -- Form 79a, Figure 10-13.
- Report of School Funds -- Form 492, Figure 10-14.

ADMINISTRATIVE CONTROL OF APPROPRIATIONS AND ALLOTMENTS

Budget Memo 69-7

This directive prescribes the policies and procedures for the administrative control of Appropriated Funds, Donations, Federal Grants and Departmental allotments. Its purpose is to (1) identify authority, (2) define terms used, (3) enforce discipline in financial management, (4) fix responsibility, and (5) describe procedure.

(1) Authority

The authority for these regulations is Section 3679 of the Revised Statutes, as amended by Section 1211 of the General Appropriations Act of 1951 (31 USC 665).

(2) Definition of terms

For purposes of this directive the following definitions will apply:

a. Appropriation. Funds authorized by the Congress and made available for obligations and expenditures. The term appropriation also means obligational authority. This is the authority to create obligations by contract in advance of appropriations. Appropriations are made to the District Government and a designated portion of the Appropriation allocated to the Public Schools.

b. Allocation. Funds authorized by the D.C. Government and made available for obligations and expenditure by the Public Schools.

c. Allotment. The amount of funds made available to each department, from all sources, for its use in operating approved programs. Departmental obligations and expenditures can be made from departmental allotments.

d. Obligations and expenditures. The financial liability incurred when a commitment is made to purchase goods or services or to acquire assets. Obligations are incurred whether or not invoices are received or payments have been made.

(3) Notification

Departmental allotments will be communicated to each department in writing at the beginning of the fiscal year or when funds are appropriated. Preliminary allotment, based on the request in the Mayor's budget will be forwarded to the departments, for purposes of planning, prior to the beginning of the fiscal year.

(4) Control of Allotment:

It shall be the responsibility of the head of each department or organizational unit of the school system receiving allotments to assure that obligations or expenditures will not be in excess of amount specified in each such allotment. It shall be the responsibility of the chief administrative officer to maintain such records as are necessary for the proper control of such apportionments, and to provide such reports on the status thereof as will give him sufficient notice prior to the time the apportionment may be exceeded.

(5) Special Conditions

The departmental allotment will be apportioned into mandatory sub-allotments as follows:

1) Personnel compensation		$000,000
2) Personnel Benefits		000,000
3) Travel and transportation of persons:		
a) Local Travel	000,000	
b) Subject to limitation	000,000	
c) Not subject to limitation	000,000	000,000
4) Rent, Communication, and Utilities		000,000
5) Printing and Reproduction		000,000
6) Other services		000,000
7) Supplies and Materials		000,000
8) Equipment		
a) Textbooks	000,000	
b) Other	000,000	
Total allotment		$000,000

Department heads or program managers may not unilaterally transfer funds between sub-allotments. While control of the total departmental allotment is the responsibility of the department head as it relates to excess obligations, control of mandatory sub-allotments are required on a system wide basis. Therefore, any proposed transfer between mandatory sub-allotments must be approved by the Budget Department. A memorandum request to increase one account and decrease another must be submitted to and approved by the Budget Department before obligations are made.

The memorandum must show balances in the account to be decreased before and after the transfer, i.e.:

Account No.	Balance (date)	Increase	Decrease	New Total
Activity 310				
26 Supplies				
88 Office Supplies	15.00	100.00		115.00
24 Printing				
11 Printing forms	125.00		100.00	25.00

Account balances must be verified by the Accounting Department before requests are submitted to Budget.

(6) Allotment Distribution
Allotments will be distributed to each department by quarters, i.e.:

Object Title	Total	1st Qtr.	2nd Qtr.	3rd Qtr.	4th Qtr.
XXXXXXXXXXXX	00,000	0,000	0,000	0,000	0,000

(7) Personnel Schedule. In addition to the allotment a personnel summary will be furnished each department head showing the following information:

Temporary employment - Full-time positions established for a limited period of less than a year (or a position determined to be permanent but filled for less than a year, each year, due to the seasonal nature of the work.)

Part-time employment - Employment in positions which require work on a prearranged schedule of hours less than 8 per day or work less than the prescribed 5 day work week for full-time employees in the same group or class.

Intermittent Employment (WAE) - Employment of consultants and others in positions which require work on an irregular or occasional basis, with hours or days of work not based on a pre-arranged schedule, and with compensation only for the time actually employed or for services rendered.

Permanent Employment - Positions established without time limit or for a limited period of a year or more, or which have been occupied for a year or more, regardless of the intent when established.

(8) Violations

The Budget Department shall prepare for the Superintendent a report of violations of requirements set forth in this directive.

The report shall be restricted to a statement of all the pertinent facts, including, but not limited to the following:

a. The fund accounts involved.

b. The amount of authorization to over obligate, over obligation, and/or over expenditure.

c. Unapproved transfers between mandatory sub-allotments.

d. Name and position of person responsible.

e. Brief description of the causes of and circumstances surrounding the violation with an indication whether the violation was willful, due to careless disregard of instructions, due to emergency circumstances, or due to error.

f. A statement regarding the adequacy of the system of administrative control prescribed pursuant to this directive. If changes in the regulations are needed, in the opinion of the official signing the report, proposals thereof shall be submitted.

g. Two copies of the report shall be forwarded to the Superintendent's office, and a copy shall be furnished the department head(s) involved.

(9) Reprogramming and Redirecting

Allotments shall be reviewed at least four times each year by the Budget Department and concerned Department heads and such reapportionments made, modified, or released as may be necessary to further the effective use of the appropriation concerned, in accordance with the purposes stated in the allotment. Budget Memorandum 69-6 sets forth the conditions and procedures for Reprogramming and Redirecting of funds.

(10) Reserves

A reserve shall be established at each associate superintendent level, and the Superintendent's level to afford flexibilities.

(11) Effective Date

This directive shall become effective on date of issuance.

Board Meeting
June 18, 1969

4.60 School Funds - For purposes of these regulations, school funds are those available to specific schools or other parts of the system but which were not received through allocation from within the system. Most such funds are those generated by school activities or athletic programs. Such resources may also be referred to as local funds.

4.61 General Controls - Standard acceptable bookkeeping procedures are to be followed in recording and accounting for all funds. Specifically:

(1) All funds received by any school activity or organization are to be deposited in the school or commercial bank to the credit of the respective activity or organization. All deposits should show the source of the funds received. The number of titles of school accounts shall be determined by the principal or a committee appointed by the principal for this purpose.

(2) All disbursements out of activity or organization funds shall be made by means of a withdrawl voucher signed by the authorized person and supported by proper bills, invoices, receipts, or other appropriate authorization. These supporting papers should be retained for the inspection of auditors or other authorized persons. However, no bills shall be paid nor expenditures made from undeposited funds.

(3) A cash book is to be maintained containing the records for each activity or organization concerned showing each transaction with a brief explanation of the nature of the transaction, including the source of funds received or disbursed, expense or equipment items paid for, or transfers of funds in or out.

4.62 Special Controls for Athletic Program Funds All tickets used in the athletic program are to be secured and accounted for through the office of the supervising director of athletics. This includes all athletic contests, both league and non-league.

(1) Tickets must be obtained from the office of the supervising director of athletics by a responsible person from each of the senior high schools and vocational high schools. This person will be required to sign a receipt for all tickets received. A copy of this receipt will be retained by the school as well as the supervising director of athletics.

(2) At the end of each sport season, an accountability of tickets, sold and unsold, is to be recorded on this receipt and returned with all unsold tickets to the office of the supervising director of athletics. This receipt will be signed by the person receiving the report and tickets and returned to the school for its record. Schools are responsible, moneywise, for all tickets which are not returned to the office of the supervising director of athletics.

(3) Each principal shall appoint a responsible person within the school to handle tickets, to be responsible for them and make the ticket reports. There must be one central station in each school at which the students may purchase tickets. All tickets must be sold in order of sequence. Unsold tickets returned to the supervising director of athletics in order of sequence can be reissued to the schools.

(4) To insure proper accounting of both income and tickets, the following procedures must be followed:

(a) Tickets must be used for all athletic events whenever admission is charged. Money shall not be received at gate without using tickets.

(b) Tickets are not transferrable to be passed on to other schools to be sold. Schools concerned should furnish their own tickets.

(c) Permission for gratis admission for athletes must be obtained, well in advance of game time, from the supervising director of athletics, the coach concerned must accompany the athletes to identify them at the gate, and each athlete must show an identification card (credential card) to the ticket taker.

4.63 Uses of School Funds - There are many acceptable uses of funds. Among them are:

(1) Supplementary supplies and materials for the improvement of instruction: reading accelerators, radios, tape recorders, public address system, intercommunication system, playground equipment, musical instruments.

(2) School activities not self-sustaining: school publications, dramatics, exhibits, orchestra and bands, banquets, dances, teas, etc.

(3) Student aid: food, clothing for indigent pupils.

(4) Athletics: uniforms and equipment for students in elementary and junior high schools, participation in athletic events, insurance.

(5) Recreation: ping-pong equipment, games - checkers, supplies, such as tennis balls, volley balls, etc.

(6) Improvement and beautification of school grounds and buildings: shrubbery, grass and gardens, first-aid rooms.

(7) Cadet activities: participation in military cermonies and events, presentation of cadet commissions, annual competitive drill.

(8) Charitable and philanthropic activities: Jr. Red Cross, one fund drive (teachers only).

(9) Transportation: educational trips, athletic teams, cadets.

4.64 Reporting of School Funds - Although school funds are not controlled by the central administrative offices of the system, certain reporting requirements must be met.

(1) Basis of Report - The cash book, containing the records of school funds, must be summarized semi-annually, and the report of school funds, other than appropriations must be prepared.

An internal auditing committee of at least three persons, appointed by the principal, shall audit the records semi-annually. Upon completion of the audit, the auditing committee will sign the report of school funds, other than appropriations (Form 79A), and submit it to the principal along with Form 492. Form 492 provides special columns for essential information - beginning balance, receipts, transfers, payments for expenses and equipment, and ending balance - of the various accounts to substantiate the amounts listed on Form 79A.

(2) Procedures for Report Preparation - The report of school funds, other than appropriations (Forms 79A and 492), shall be made to the Accounting Section on or before the end of each semester. This report shall include the following items:

(a) Beginning Balance - This represents the balance brought forward from the report made from the previous semester.

(b) Receipts - This includes all monies received from sources other than transfers, loans, and advances from other school funds.

(c) Total Receipts to be Accounted for - The sum of items a and b.

(d) Disbursements - This includes all payments for current operation of the activity represented by the fund, exclusive of payments for equipment. Separately within disbursements, all payments for items of material or equipment, the life of which is one year or longer, must be reported.

(e) Total Disbursements - The sum of operating and equipment disbursements.

(f) Balance - This figure represents the beginning balance plus receipts minus disbursements for expenses and equipment. This is the balance shown on the financial report at the close of the previous semester. This figure becomes the beginning balance of the report for the next semester.

(3) Special Reporting for Athletic Events - The income from the sale of tickets as shown on the financial reports (athletic semester reports to the supervising director of athletics) must agree with the income represented by the sale of tickets as reported on the ticket record reports. Any discrepancies in the two reports must be explained in writing to the supervising director of athletics.

Each senior high and each vocational high school will also prepare and transmit to the supervising director of athletics a "Report on Receipts and Expenditures for Interscholastic Athletics" each semester. The balance of this report for the second semester should reconcile with the ending balance of the athletic fund on Form 492. Procedures for the preparation of this report should be in accordance with instructions issued by the supervising director of athletics.

(4) Within School Reporting - The reporting requirements above are intended to meet the needs of the central administrative offices. In general, more detailed reporting should be provided for within-school purposes.

4.70 Non-Resident Tuition - The Accounting Section shares the responsibility for the enforcement of Public Law 86-725 (District of Columbia Non-Resident Tuition Act) with schools, departments and offices of the school system. The Accounting Section's primary responsibilities are (1) computation of annual tuition rates, (2) billing outside agencies for tuition owed, (3) reconciliation between the D. C. Treasurer and the school system of funds collected, (4) reporting to school and D. C. officials the accounts receivable, and (5) refunding tuition paid in cases where the final appeal official has ruled that tuition is not due.

4.71 Computation of Annual Tuition Rates - The Accounting Section is responsible for computing the annual tuition cost for all levels of schools, courses, and classes. These rates for the ensuing year are based upon the actual cost incurred during the current operating school year for those costs which are directly related to instructional services. Rates computed by the Accounting Section are thoroughly audited by the D. C. Internal Audit Office to insure compliance with established procedures and accuracy of computations. After the rates have been audited, they are officially approved by the Board of Education and the D. C. City Council. The Accounting Section is also responsible for the computation of a "Table of Tuition" for days of

June

[illegible]
Rev. 1965

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

REPORT OF SCHOOL FUNDS, OTHER THAN APPROPRIATIONS

.... School For School Year ....

Account .... Depository ....

1. Balance, June 1, 196.. $....................

2. Receipts ....

3. Total receipts to be accounted for .... $....................

4. Disbursements:

   (a) Expenses .... $....................

   (b) Equipment ....

5. Total Disbursements ....

6. Balance, May 31, 196.. $....................

I hereby certify that the foregoing statement of the receipts, disbursements, and balances of the above entitled account is correct and that said fund is deposited in the depository named above.

....

We hereby certify that we have audited the accounts of the foregoing fund and find the same to be correct and as stated, and the balance as shown on hand May 31, 196......, to be on deposit with the depository.

Approved:

....
Signature of official in charge of school

....
Official Designation

....
....
....
Audit Committee

P-4510

Date ...., 196.......

Figure 10-13

June

Form No. 402

P-4303

NAME OF SCHOOL

Report of School Funds, Other Than Appropriations, for the Year Ended, Date

	BEGINNING		TRANSFERS		PAYMENTS		ENDING
ACCOUNT	BALANCE	RECEIPTS	In	Out	EXPENSES	EQUIPMENT	BALANCE
TOTALS							

Figure 10-14

Allotment Code

Allotment Codes FY 9010 and 9011:

First Position	Program Category
0--	Elementary Education
1--	Secondary Education
2--	Vocational Education
3--	Summer School and Continuing Education
4--	Model Schools
5--	Special Education
6--	Instructional Services
7--	Educational Support Services
8--	Administrative Services
9--	General Administration

Second & Third Positions	Source of Fund
-01	District Appropriation
-02	District Appropriation, Matched Funds
-11	Impact Aid
-12	Impact Aid, Matched Funds
-21	ESEA, Title I
-22	ESEA, Title II
-23	ESEA, Title III
-24	ESEA, Title IV
-25	ESEA, Title V
-26	ESEA, Title VI
-31	ESEA, P.L. 89-750, Neglected & Delinquent Children (T. 1)
-32	ESEA, P.L. 89-750, Adult Basic Education (T. 3)
-33	ESEA, P.L. 89-313, Aid to Children in Schools for Handicapped (T1)
-34	ESEA, P.L. 89-750, Adult Demonstration Center (T.3)
-41	Higher Education Act, Expansion of Teaching of the Mentally Retarded P.L. 85-926
-42	Higher Education Act, National Teacher Corps
-43	Higher Education Act, E.D.P.A.
-61	Civil Defense
-62	Civil Rights Act
-63	National Foundation of Arts and Humanities
-64	Manpower Development
-71	OEO, Head Start

Accounting Codes by Program Category and Program -

A. Elementary Education, Program Category 0--

Activity No.	Office or Program
01-	Departmental Office
01A	Departmental Office
02-	Schools
02S	Schools
03-	Other Programs
03C	Classroom Assistance Program
03D	Project Read
03E	Prekindergarten Program
03F	Teacher Corps
03G	Language Arts Program
03J	Tri-School
03K	Radio-TV Project
04-	Community Schools
04A	Morgan
04B	Logan
04C	FLNT - General Adm.
04D	FLNT - Stage I
04E	FLNT - Stage II
04F	FLNT - Stage III
04G	FLNT - Stage IV
05-	Other FLNT Elementary Schools

B. Secondary Education, Program Category

Activity No.		Office or Programs
11-		Departmental Office
	11A	Departmental Office
12-		Schools
	12S	Schools
13-		Other Programs
	13A	Teacher Corps
	13B	Project Read
	13C	Teacher Aide and Assistance Program
	13D	Reading Incentive Seminar
	13E	Mathematics Laboratory
	13F	Cultural Enrichment
	13G	STAY School
	13H	Humanities and Arts
	13K	Strengthening Instructional Services
14-		Driver Education Program
	14A	Driver Education Program
15-		Extended Day Program
	15A	Extended Day Program

C. Vocational Education, Program Category

Activity Number		Office or Program
21-		Departmental Office
	21A	Departmental Office
22-		Schools
	22S	Schools
23-		Manpower Development
	23A	State Supervision
	23B	Other Projects
	23C	Work Incentive Program
24-		Vocational Education Programs
	24A	Secondary
	24B	Post Secondary
	24C	Adult
	24D	Handicapped (Socially)
	24E	Handicapped (Physically)
	24F	Construction
	24G	Guidance
	24H	Contractual Training
	24J	Research and Training
	24K	Exemplary Program
	24L	Consumer and Homemaking Education
	24M	Cooperative Vocational Program
	24N	Ancillary Service

D. Summer School and Continuing Education, Program Category

Activity No.		Office or Program
31-		Departmental Office
	31A	Departmental Office
33-		Evening Programs
	33A	Evening School Program
34-		Other Programs
	34A	Adult Demonstration Center
	34B	Civil Defense Program
	34D	Adult Basic Education Program
	34E	Americanization School
	34F	Community Schools Project
36-		Summer Programs
	36S	Summer Schools, Regular
	360	Head Start
	361	Basic Community School Program
	363	STAY
	365	Urban Journalism
	366	Urban Studies
	368	Summer Scholarship, Trinity College
	369	Summer Scholarship, Potomac School (Matching funds)
37-	370	Summer Scholarship, Uncommitted
	371	Smithsonian Summer Art Workshop
	372	Home Economics Workshop
	374	New School Orientation
	375	Workshop Careers in the Arts
	376	Primary Summer School
	377	Summer Camp-Out
	378	Model School Division
	379	Pupil Personnel Services
38-	380	Vocational Orientation for 7, 8, 9, 10
	381	Widening Horizons (Urban Service Corps)
	382	Smithsonion Summer Program
	383	D. C. Youth Chorale Music Program
	384	Reading Improvement - 13.7
	385	Youth Serving Youth (pupil personnel)

Activity No.		Office or Program
		Summer Programs
	386	D. C. Youth Symphony Orchestra
	387	Evaluation
	388	Armstrong Adult Education
	389	Americanization
39-	390	Language Arts
	391	Driver Education
	392	Occupational Training Children for the Handicapped
	393	Goddard Space Center 2 Beltsville Labs.
	394	Administration of Fieldtrips
	395	Work Scholarship
	296	Neighborhood Youth Corps
	397	Child and Youth Study
	398	Youth Opportunity
	399	FLNT

F. Special Education, Program Category

Activity No.		Office or Program
51-		Departmental Office
	51A	Departmental Office
52-		Schools
	52A	Sharpe Health School
	52B	Boy's Junior - Senior High School
	52C	Webster Girls' School
53-		Tuition Programs
	53A	Tuition Programs
54-		Other Programs
	54B	Education of Neglected and Delinquent Children
	54C	Program For Emotionally Disturbed
	54D	Severely Mentally Retarded
	54E	Rubella Children
	54F	Twilight
	54G	Handicapped Children, Military Road
	54H	Handicapped Children, Lennox Annex
	54J	Handicapped Children, Richardson Annex

G. Instructional Services, Program Category 6--

Activity No.		Office or Program
61-		Divisional Office
	61A	Divisional Office
62-		Pupil Personnel
	62A	Regular
63-		Staff Development
	63A	Educational Resources Center
	63B	Pilot Project for Trainers of Teachers
	63C	Attracting and Qualifying Teachers
	63D	Resource Center on Negro Heritage
	63E	In-Service Education on Personal and Family Counseling
	63F	WISE
	63G	Institute for Educational Development
	63H	Staff Development-Elementary
	63J	Strengthening Instructional Services
	63K	In-Service Training Program
	63L	Model Elementary and Secondary Staff Development
	63M	Developmental Center-Special Education
	63N	Fellowships for Teachers of Teachers of Handicapped
	63P	Other Staff Development
	63Q	Urban Teacher Corp
	63R	Departmental Office
	63T	Teachers of Afro-American Experience
64-		Other Instructional Service Departments
	64A	Curriculum Department
	64B	English Department
	64C	History Department
	64D	Mathematics Department
	64E	Home Economics Department
	64F	Business Education
	64G	Reading Clinic
	64H	Music Department
	64J	Art Department
	64K	Health, Physical Education and Safety
	64L	Speech and Hearing Center
	64M	Foreign Language Department
	64N	Industrial Arts Department
	64P	Science Department
	64Q	Military Science and Tactics
	64R	Library Science

Activity No.		Office or Program
65-		FLNT Instructional Services
	65A	Curriculum Department
	65B	English
	65C	History
	65D	Mathematics
	65E	Home Economics
	65F	Business Education
	65H	Music
	65J	Art
	65K	Health, Physical Education
	65L	Speech and Hearing Center
	65M	Foreign Language
	65N	Industrial Arts
	65P	Science
	65R	Library Science

H. Educational Support Services, Program Category

Activity No.	Office or Program
71-	Division of Planning, Innovation & Research
71A	Divisional Office
71B	Department of Program Planning & Innovation
71C	Department of Research and Evaluation
71D	Department of Planning and Innovation
71E	Title III Administration
71F	Educational Parks
71G	George Washington University Evaluation
72-	Personnel Services
72A	Personnel Support
72B	Employer-Employee Relations
72C	Substitute Calling Service
73-	Teacher Retirement
73A	Teacher Retirement
74-	Other Programs
74A	School Desegregation Program
74B	Urban Service Corps
74C	Educational Media Center (FLNT IMC)
74D	Work-Scholarship
74F	Neighborhood Youth Corp

I. Administrative Services, Program Category

Activity No.		Office or Program
81-		Divisional Office
	81A	Divisional Office, Administrative Services
82-		Buildings and Grounds
	82A	Departmental Office
83-		Building Maintenance and Repairs
	83S	Schools
	83B	Others
84-		Building Operations
	84S	Schools
	84B	Departments
	84C	Others
85-		Business Administration Department
	85A	Departmental Office
	85B	Supply Management
	85C	Services, Administration
	85D	Accounting
	85E	Food Services, Administration
	85F	Transportation of Students
	85G	Distribution Facilities
	85H	Equipment Maintenance and Repairs
	85J	Lunch Program
	85K	Breakfast and Milk Program
86-		Automated Information Services
	86A	Automated Information Services
87-		Warehouse
	87A	Warehouse Supply

J. General Administration, Program Category

Activity No.		Office or Program
91-		Board of Education
	91A	Board of Education
92-		Office of Superintendent
	92A	Office of Superintendent
93-		Office of Vice Superintendent
	93A	Office of Vice Superintendent
94-		Special Projects
	94A	Special Projects
95-		Budget and Legislation
	95A	Budget and Legislation
96-		Public Information Office
	96A	Public Information Office
97-		Office of Executive Assistant
	97A	Office of Executive Assistant
98-		Community Participation - FLNT
	98A	Community Participation

(2) Personnel benefits reflect those employees in which the school system participates. Most significant are retirement contributions (FICA), Teacher Retirement, Civil Service), and insurance.

(3) Travel and Transportation of Persons (21 series), and Transportation of Things (22 series) are those codes designating contract travel costs, including local travel as well as drayage or moving costs.

(4) Rent, Communications and Utilities form a group of codes (23 series), representing electric, rental, telephone, and related costs, including postage.

(5) Printing and Reproduction coding includes all contract printing or reproduction services. Forms, diplomas letterhead, envelopes, and other such items are appropriately coded to this group.

(6) Other Contractual Services (grouping 25), includes all special, professional, or technical services obtained by the school system but not provided by employees of the system. Most significant are 25-54 special and miscellaneous services, 25-31 fees for professional services (consultants, etc.), and payments to various institutions (25-55 and 25-56), for special education services.

(7) Supplies and Materials (26 series), comprise the majority of purchases made by the school system. Most important are 26-23 Educational Supplies and Materials, 26-31 Heating Fuel, 26-11 Custodial Supplies and Tools, and 26-88 Office Supplies.

(8) Equipment for capitalization and replacement pruposes (series 31 and 32), include all purchases of items whose life expectancy exceeds one year. In addition, it includes 32-57 Textbooks and 32-68 Library Books.

4.18 Object and Sub-Object Coding List -

10 PERSONAL SERVICES AND BENEFITS

11 Personnel Compensation (Limitation 01)
  11 Classified, Permanent
  14 Teachers' Salary Act Employees (12 Month)
  15 Teachers' Salary Act Employees (10 Month)
  16 Wage Board
  21 Part-Time, Permanent (Classified)
  22 Temporary (Classified)
  41 Night Work Differential
  42 Holiday Pay
  43 Overtime
  45 Sunday Premium Pay
  50 Terminal Leave
  61 TSA Extra Duty Pay and WAE Teachers
  62 Substitute Teachers

12 Personnel Benefits (Limitation 02)
  11 Insurance (Group Life)
  12 Health Benefits
  13 Civil Service Retirement Contribution
  14 D.C. Contribution to Teachers' Retirement and Annuity Fund
  15 Retirement Contribution FICA
  19 Notary Expenses

20 CONTRACTUAL SERVICES (Limitation 03)

21 Travel and Transportation (Persons)
  12 Automobile Allowances
  13 Travel Expenses (Not Subject to Limitation)
  14 Travel Expenses (Subject to Limitation)
  19 Travel, Miscellaneous

22 Transportation of Things
  19 Transportation of Things, Miscellaneous

23 Rent, Communications and Utilities
  11 Rent of Land, Buildings and Structures
  14 Rent of Office Machines
  19 Rent, Miscellaneous
  21 Postage
  29 Communication Services, Miscellaneous
  39 Utility Services, Miscellaneous

24 Printing and Reproduction
  51 Printing and Reproduction, Miscellaneous

- 25 Other Contractual Services
  - 19 Insurance, Miscellaneous
  - 31 Fees, Professional Services (Consultants, Training Programs, etc.)
  - 32 Fees, Real Estate Appraisers
  - 39 Fees, Miscellaneous
  - 54 Special and Miscellaneous Services
  - 55 Education of Persons in Federal Institutions
  - 56 Education of Persons in Private Institutions
  - 69 Maintenance and Repair, Miscellaneous
  - 71 Dues, Subject to Limitation
  - 72 Dues, Not Subject to Limitation
  - 93 Maintenance and Repair of Motor Vehicles (SPBOA)
  - 94 Repairs and Alterations of District Property (SPBOA)
  - 99 Services Performed by Other District Agencies

- 26 Supplies and Materials
  - 02 Direct Purchases
  - 11 Custodial Supplies and Tools
  - 22 Subscriptions to Newspapers and Periodicals
  - 23 Educational Supplies and Materials
  - 31 Heating, Fuel
  - 39 Fuel, Miscellaneous
  - 41 Uniforms
  - 54 Milk and Milk Products
  - 59 Provisions, Miscellaneous
  - 88 Office Supplies
  - 99 Miscellaneous Supplies and Materials

- 31 Equipment (To be Capitalized)
  - 23 Culinary Equipment and Containers
  - 29 Equipment, Miscellaneous
  - 71 Office and Classroom Equipment

- 32 Equipment (Not to be Capitalized)
  - 57 Educational (Textbooks and Paperbacks)
  - 68 Library Books
  - 69 Equipment (Not to be Capitalized)
  - 71 Office and Classroom Equipment
  - 74 Cafeteria Furniture and Equipment

- 41 Grants and Fixed Charges
  - 10 Aid to Children of United States Veterans

4.16 Object Coding - The last four digits of the appropriation symbol reflect the major and minor objects of expenditure coding required for every pay document, whether a payroll action, purchase of a commodity, or contract for services. The major object code groupings are: 11- personnel compensation; 12- personnel benefits; 21- travel and transportation of persons; 22- transportation of things; 23- rent, communications and utilities; 24- printing and reproduction; 25- other contractual services; 26- supplies and materials; 31- equipment to be capitalized; 32- equipment not to be capitalized; 41- grants and fixed charges. These groupings are intended to reflect the general categories of things or items for which funds are authorized and intended to be used. A brief description of each follows:

(1) Personnel Compensation reflects all payments of salaries and wages. The coding within the major object grouping designates the type of compensation involved. The most significant codes in this group are:

(a) 11-11 Classified Permanent, which is designated as the proper code for all full-time General Schedule employees, regardless of their program assignment. All other General Schedule employees will be coded 11-21 as regular part-time, or 11-22 on temporary or intermittent assignment.

(b) 11-14 Teachers Salary Act 12 Months Appointment, which includes all personnel in a work status for 12 months. It will also include all employees considered officers who have evening, summer or other less-than-full time assignments as officers.

(c) 11-15 Teachers Salary Act 10 Months Appointment, including all TSA Class 15 employees as well as any other TSA employee in a 10 month work status. This code will also include all evening and summer TSA employees not considered officers.

(d) 11-16 Wage Board Rates, including all full-time employees whose compensation is not established by provisions of the Teachers Salary Act or the General Schedules.

(e) 11-61 TSA, Extra Duty Pay and WAE Teachers are included. In general, the WAE personnel will be reflected only when a program requires both full-time and part-time TSA personnel.

(f) 11-62 Substitute Teachers, including those employees who assume the responsibilities of teachers in the absence of the teachers.